DOCUMENT RESUME

ED 289 861 SP 029 767

AUTHOR Catherall, Thomas, Ed.; Hafen, William J., Ed.
TITLE Intermountain Leisure Symposium Proceeding (Provo, Utah, November 17, 1983).
PUB DATE 17 Nov 83
NOTE 74p.
PUB TYPE Collected Works - Conference Proceedings (021) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Career Choice; *Leisure Time; *Outdoor Education; Parks; *Program Development; *Recreational Activities; Recreational Facilities; Safety; School Community Relationship; *Therapeutic Recreation

ABSTRACT

The following papers are included in these proceedings: (1) "A Needs Assessment for Computer Applications" (Bruce Holley); (2) "The Home, School, Community Partnership through Community Education" (Jim Burgon); (3) "Building Level Coordinators--How They Spend Their Time" (Burton Olsen and Murray Meszaros); (4) "Programming and Financing the Cultural Arts" (LeRoy Dennis and Vern Holte); (5) "Safety Town--A Sure Bet for Tots" (Kent Perkins); (6) "Megatrends that Transform Our Professional Lives" (Howard Gray); (7) "Recreational Usufruct Rights" (Daniel Dustin); (8) "Phoenix Foundations--A Practical Look at Two Successful Models" (Michael Whiting); (9) "The Commercialization of Public Recreation" (Robert Snow); (10) "Listening to Utah County" (Tom Catherall); (11) "Recreational Clowning: The Fine Art of Buffoonery" (Gary Willden); (12) "From Campus to Career: The Orientation Process May Be the Key to Success" (Mike Vander Griend); (13) "Techniques of Effective Public Speaking" (Craig Kelsey); (14) "Outdoor Adventure Leadership: A Study of Current Issues Facing the Profession" (Alan Ewert and William Johnson); (15) "Adding Youth Adventure Programs to Municipal Recreation; (Dale Cruse and Michael Huffman); (16) "A Study of Operations and Activities of an Off-Road Vehicle Sports Park" (Earl Williams); (17) "Rashes, Bashes, Crashes: Outdoor Recreation Risks" (Gary Willden); (18) "Responding to Conflict" (Richard Heaps); (19) "Rehabilitation, Prevention, and Maintenance Orientations for Therapeutic Recreation Service" (Jesse Dixon); (20) "An Investigation into the Worth of Reality Orientation Classes for the Confused Patient" (Sydney Post and Leila Robertson); (21) "The Total Approach to Consultive Services in Recreation Therapy" (Larry Mildren); (22) "Reducing Bizarre Stereotypic Behavior in Chronic Psychiatric Patients: Effects of Supervised and Independent Recreation Activities" (Linda Bowen and others); and (23) "Long Term Health Care for the Elderly in the Nordic Countries" (Clark T. Thorstenson). (JD)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED289861

# Intermountain Leisure Symposium

Intermountain Leisure
"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
H. R. Gray
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."
Symposium

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

November 17, 1983

Hosted by

Brigham Young University
Department of Recreation Management
and Youth Leadership

Sponsored by: Brigham Young University – University of Nevada at Las Vegas
– Utah State University – University of Utah – Utah Recreation Therapy Association
Utah Recreation and Parks Association

ILS Co-Directors: Thomas Catherall
William J. Hafen

Proceedings: William J. Hafen

SP 029 767

BEST COPY AVAILABLE

# Intermountain Leisure Symposium

November 17, 1983

Hosted by

Brigham Young University
Department of Recreation Management
and Youth Leadership

Sponsored by: Brigham Young University – University of Nevada at Las Vegas
– Utah State University – University of Utah – Utah Recreation Therapy Association
Utah Recreation and Parks Association

ILS Co-Directors: Thomas Catherall
William J. Hafen

Proceedings: William J. Hafen

# PREFACE

In November, 1980, the first Intermountain Leisure Symposium was conducted on the University of Utah campus, under the direction of Dale Cruse and Jerry Byrd. For two years, 1980 and 1981, the symposium was held on the University of Utah campus and now is in its second year at the Brigham Young University campus where we are honored with this challenge--making this the fourth year for the annual conference.

Each year there are new, innovative ideas and completed research abstracts presented which should be of vital interest to all professionals in the broad field of recreation and leisure. Future years will be similar in that there will always be changes, new ideas, new types of equipment, new challenges, etc. which will be of interest. Next year, 1984, the annual symposium will continue meeting our interests and needs as it is hosted by Utah State University.

As symposium co-directors, we would like to express appreciation to those who have taken the time to complete research, innovative projects and programs and in addition, have been willing to take the time to write up their thoughts and results which are included in the proceedings. Then too, to those who have registered and attended the symposium, our appreciation to you as there would be no symposium without each of you as a participant.

In relation to the proceedings, a direct photography process of the "oversized sheets" was done and there was no editing or changing of any of the manuscripts sent in by the writers. This procedure made it possible for us to provide the proceedings at the start of the conference rather than mailing them out at a later date. This provides the participant with the opportunity to add their own "thoughts" to any of the manuscripts as they wish during the conference. (There are blank pages provided throughout the proceedings for the purpose of note taking.)

Bill

William J. Hafen
ILS Co-Director

Tom

Tom Catherall
ILS Co-Director

TABLE OF CONTENTS


Preface i

Table of Contents ii

List of Presenters iv

PAPERS INCLUDED IN THE PROCEEDINGS:

A Needs Assessment for Computer Applications 1
Bruce Holley

The Home, School, Community Partnership Through Community Education. 4
Dr. Jim Burgon

Building Level Coordinators--How They Spend Their Time 9
Dr. Burton Olsen and Murray Meszaros

Programming and Financing The Cultural Arts 13
LeRoy Dennis and Vern Holte

Safety Town--A Sure Bet For Tots 16
Kent Perkins

Megatrends That Transform Our Professional Lives 19
Dr. Howard Gray

Recreational Usufruct Rights 23
Dr. Daniel Dustin

Phoenix Foundations--A Practical Look at Two Successful Models 26
Michael Whiting

The Commercialization of Public Recreation 30
Dr. Robert Snow

Listening to Utah County 33
Dr. Tom Catherall

Recreational Clowning: The Fine Art of Buffoonery 40
Dr. Gary Willden

From Campus to Career: The Orientation Process May Be the Key To Success 46
Dr. Mike Vander Griend

Techniques of Effective Public Speaking
Dr. Craig Kelsey 49

Outdoor Adventure Leadership: A Study of Current Issues Facing the Profession 53
Dr. Alan Ewert and Dr. William Johnson

Adding Youth Adventure Programs to Municipal Recreation 58
Dr. Dale Cruse and Michael Huffman

A Study of Operations and Activities of an Off-Road Vehicle Sports Park 62
Earl Williams

Rashes, Bashes, Crashes: Outdoor Recreation Risks 66
Dr. Gary Willden

Responding to Conflict 70
Dr. Richard Heaps

Rehabilitation, Prevention, and Maintenance Orientations For Therapeutic Recreation Service 73
Dr. Jesse Dixon

An Investigation Into the Worth of Reality Orientation Classes For the Confused Patient 76
Sydney Post and Leila Robertson

The Total Approach to Consultive Services in Recreation Therapy 79
Dr. Larry Mildren

Reducing Bizarre Stereotypic Behavior In Chronic Psychiatric Patients: Effects of Supervised and Independent Recreation Activities 82
Linda Bowen, Dr. Robert Liberman, Keith Massel, Mark Terranova, Stephen Wong and Roberto Zarate

Long Term Health Care for the Elderly In The Nordic Countries 87
Dr. Clark T. Thorstenson

LIST OF PRESENTERS


| Presenter | Page | Presenter | |
|---|---|---|---|
| Linda Bowen | 82 | Jim Burgon | 4 |
| Tom Catherall | 33 | Dale Cruse | 58 |
| LeRoy Dennis | 13 | Jesse Dixon | 73 |
| Daniel Dustin | 23 | Alan Ewert | 53 |
| Howard Gray | 19 | Richard Heaps | 70 |
| Bruce Holley | 1 | Vern Holte | 13 |
| Michael Huffman | 58 | William Johnson | 53 |
| Craig Kelsey | 49 | Robert Liberman | 82 |
| Keith Massel | 82 | Murray Meszaros | 9 |
| Larry Mildren | 79 | Burton Olsen | 9 |
| Kent Perkins | 16 | Sydney Post | 76 |
| Leila Robertson | 76 | Robert Snow | 30 |
| Mark Terranova | 82 | Clark Thorstenson | 87 |
| Mike Vander Griend | 46 | Michael Whiting | 26 |
| Gary Willden | 40,66 | Earl Williams | 62 |
| Stephen Wong | 82 | Robert Zarate | 82 |

# A NEEDS ASSESSMENT FOR COMPUTER APPLICATIONS

Bruce Holley

Abstract

In the following pages I would like to take you through a step by step needs assessment that will examine pertinent information concerning the purchasing of computers and their programs. But most important is an examination of your needs.

The electronic age of today will prove to be as significant as that of the Industrial Revolution at the turn of the century. No other single industry in the history of the United States has made more of an impact on the lives of the American people as does the electronic computer industry of today. The question of today is not whether there will be a computer in every school and home in America, but when?

Computer technology is moving at such a rapid pace that the average knowledge turn over rate is about two years. What was a new innovation two years ago is essentially obsolete today. Surprisingly enough, there are many institutions and organizations that haven't taken advantage of this "high tech" revolution for a variety of reasons. Many organizations fall critically behind by not addressing this progressive field and there are other organizations that would simply not benefit by becoming involved. In the following pages, I will attempt to address many of the questions that people have when they are considering computerization. I will call this analysis "Needs Assessment." This assessment is divided into four specific categories:

1. To determine a viable need that can be justified by the time and money saved.
2. Software application (the working program).
3. The determination of hardware that will run the designated software.
4. Continual maintenence both on the software and hardware.

In determining a viable need, there are many factors that must be considered. The first, will your computer system save you money, time, and improve your efficiency? That question is one of the hardest to answer and yet, once determined, can help in all other decision making concerning your computer application. I would suggest that you hire or acquire the expert knowledge of a computer consultant or a knowledgeable person in your organization. He should be a person that would not benefit financially by his recommendation and would base his opinions on money saved, man hours eliminated, and efficiency improved.

The money saved in most cases, is tied to man hours eliminated. The question that must be answered is, will a computer program save time and money and be more efficient? You must also ask yourself will computerization be more trouble than it is worth? By computerizing you open yourself to a world of new problems that must be solved and rectified. Many feel it is not worth it, while others feel that the problems are well worth the time saved by computerizing.

For an example, the Brigham Young University Intramural Department after carefully analyzing its needs, decided to create a computer program that would schedule its team activities. It was determined that this program would eventually eliminate thousands of man hours each year. When a graduate assistant had to schedule 500 teams by hand, he had to take into consideration each team against another team and make sure that those teams hadn't played against each other previously. He had to schedule them into a field, time, and day block. Needless to say, to schedule teams every week took a tremendous amount of hours. After that tedious procedure had taken place, all those matches had to be typed up, printed off, and disseminated throughout the university. His job was not complete until after he had recorded all of the records from those scheduled games such as who won and lost, the sportsmanship ratings for each team, and its power rating. This procedure was repeated each week.

Developing software that would do the above scheduling for the graduate assistant, would literally cut hundreds of hours down to a very few minutes. Needless to say, the computer saved us a tremendous amount of time resulting in substantial savings. On the other hand, if a community recreation program needed to schedule 20 flag football teams, it would be faster and cheaper to do it by hand than even consider a computer program. So a careful analysis of time saved and money spent is very important.

There are many proven applications that have an excellent track record and that are justifiable for automation. One might consider using a computer system for a variety of purposes to better justify a computer for their application. One of these applications is office management. Such purposes could include word processing, file management, mailing lists, scheduling, correspondence, and so on. Using your computer for proven time and money saving applications will help you better justify your initial investment and give you the added advantage of having the system for your specialized program needs. The only drawback to this idea is that your office personnel become so dependent on the system for office management that they are unwilling to give it up for your specialized needs, and the common reply after you have struggled to get the system is "We need two more."

For this reason I have not found it beneficial for an organization to borrow or share some other department's computer for their applications. It seems that they are never allowed enough time on the system. If your needs assessment proves justifiable, I would strongly recommend you acquire your own system.

Once a viable need has been established and you can justify the time and money spent, you must turn your efforts to one of the most important steps of the acquisition process, that of acquiring your software. Software is defined as that programming portion or the actual procedure that the computer must perform to accomplish your objectives. The software can be purchased through professional vendors who create literally thousands of programs for a myriad of applications each year. These pre-packaged programs are usually referred to as canned programs. In many cases, if you find a program that will fit your application, this could be the best way to go. Canned programs are usually very well written, supported, and up-graded when needed. The actual cost of a canned program is very small and reasonable compared to the over-all development cost. Companies are banking that their sales

will exceed their investments and consequently make them a profit. The only catch to the canned system is the inflexible nature of most programs. We have found that most organizations have such specific needs that the canned program just doesn't fulfill their application requirements.

The next step is having your program created by someone who will tailor-fit your needs into a viable application. These people can be found in your community, associated with software businesses, or at your local college or university where students and faculty hire out at uniform wages. You might find a computer consultant and programmer within your organization that can assist you with your application. Finding a programmer is important, but just as important is a person within your professional area who can effectively communicate your needs. Far too many times we have seen the programmer design a system that falls short of the expectations of the professional through a lack of knowledge and understanding. I would suggest every person who hires or acquires a professional programmer become familiar with computer application, the do's and don'ts and the limitations and boundaries of the computer system. By doing so, they will better communicate their needs to the programmer.

The last consideration of software is the maintenence of your program. Who will up-grade it or make the needed changes that always accompany a new program? I do not know of any program that doesn't need additional changes after it is all said and done. In fact, many time, organizations are constantly up-grading and changing their program making it difficult to determine when the program was actually completed and when the up-grades began. With this in mind, it is imperative you find a programmer who will be around for a length or time to assist in the inevitable changes that will occur in the future years. It is very cumbersome and difficult for someone else to change and up-grade another person's work.

One of the easiest steps to needs assessment is the acquisition of the hardware (the computer itself). Once you have determined how and in what language the software will be developed, it becomes a very easy step to decide what hardware is needed. There are literally hundreds of computers and components on the market today, and there are a variety to select from that will run your specific applications. You should consider at least nine factors when purchasing your system:

1. Will it run your software?
2. Will it be dependable and will you be able to receive fast and effecient repairs?
3. Are there other similar systems in your organization that you might be able to use when yours is down for repairs?
4. Should you wait for next year's product?
5. How much will your system cost?
6. Will the hardware need a special environment?
7. Will the system you buy be around next year when you want to up-grade it?
8. What will be the on-going costs?
9. How large a system should you buy?

You should answer satisfactorily each of these questions and be sure you feel good about the decision you make. The question about whether you buy this year or next is a difficult one. There will always be something better next year and in most cases for less money. But you will never have your system if you wait until next year to buy a better one. So I would suggest you buy the best system at the best price that will run your software and go from there.

The price varies considerably and you can invest as little as $2,500.00 for a good, viable interactive microsystem, or up to millions for a main frame. A microcomputer such as an Apple IIE will cost approximately $2,500.00, but additional components such as hard disk storage and printer capabilities will raise the price substantially. If you purchase an IBM Personal Computer, the basic system will be between $2,500.00 and $5,500.00. The key is to purchase the system that will serve your needs and those of the projected future without overkill. There are some microsystems with many extras that you may never use nor care to have that could drive the cost of the system upwards to $15,000.00. So thoroughly investigate your needs and don't over buy.

If you are considering a system larger than a micro, there are a variety of factors that must be considered. The next step higher than a micro is a mini and then a main frame, and the cost soars when you are considering these options. In most cases, you will need to hire a system manager to keep the system running and up-dated. You will also need a special environment such as air conditioning, special power supplies, rooms, and storage capabilities. I would suggest you consult with a computer professional when making the decision to purchase a mini or a main frame computer. The cost ranges from $40,000.00 to well over a million and additional on-going costs that can be quite substantial. The exception to this rule is if your organization already has a large computer and the maintenence is already performed by assigned personnel. Then you might find this is a very satisfactory way of approaching your computer needs. What you should ask yourself is how much will it cost me for hardware such as terminals and printers and will there be an additional cost to hook up to the computer on an on-going basis? If each of these questions have reasonable answers, this could be an excellent way to go. You could use the expertise of those already employed to help you along the programming process. Also, many times your organization has a tremendous amount of data that could be very applicable to your needs already in the computer.

The computer world is here to stay and will be more and more a part of our lives as we approach the 21st century. I believe the computer can be a valuable tool to those who carefully assess their needs and apply the appropriate guidelines.

Jim
Burgon

## THE HOME, SCHOOL, COMMUNITY PARTNERSHIP THROUGH COMMUNITY EDUCATION

The philosophy of Murray Community Education is based on the concept that learning is a lifelong process and that schools at all levels should help provide various kinds of learning experiences for community members of all ages. Community Education provides a wide range of educational, social, recreational, cultural and community problem-solving opportunities, without restriction as to clientel to be served, facilities to be used or time of the day. Schools do belong to the community and they represent the largest single investment of tax dollars in our community. The schools close proximity to people, places them in an ideal position to serve people in many ways beyond the provision of formal learning experiences for children and youth. The community education program actively reaches out to involve people by creating opportunities for them to belong, to learn, and to give, seeking to create or revitalize a "sense of community."

The basic composnents of Community Education are:

1. Maximum use of resources
2. Optional programs for child/youth
3. Equal opportunities for adults
4. K-12 infusion
5. Cooperation and coordination with existing services
6. Community involvement

1. Maximum use of all resources.

A basic component of community education is the maximum possible use of all available resources for the enhancement of the quality of life for its people. In every square mile of the community of Murray there are members who are rich in various talents and/or past experiences. We have people with job skills, hobby skills and other special interests of many kinds. Many of these people enjoy being involved and acting as resource persons, sharing their talents and experiences with others. The maximum use of physical resources is also basic to community education. These resources include all school facilities, equipment and areas. All are jointly owned by the community stockholders; namely, the taxpayers and the community members in general.

2. Optional programs for children and youth.

This component of community education is based upon the fact that there is an ever increasing need for additional activities and educational opportunities for youngsters. Additional information, activities and experiences can be provided by expanding offerings to students before and after school, weekends and summers. Enrichment, remedial and supplemental educational activities can be offered as well as recreational, cultural and vocational programs. This component provides an opportunity for year-round school since it offers programs for child/youth on a voluntary basis throughout the year.

3. Equal opportunities for adults.

This component provides the same services to the adult population as offered to school age children and youth. Included are programs of adult credit based performance and life enrichment.

Adult Credit Based Performance - The ability to use knowledge and skills to insure functional competency in an adult, is the first priority of the credit based program sponsored by Murray Community Adult Education.

Functional competency exists only in societal context. A person who may be functional in one society is not always functional in another. As a person relocates for any given reason, the need to become functional within new surroundings may be a valid need. Technology also plays a role in functional competency, dating functional skills directed towards employability. A person is functionally competent only to the extend that he or she can meet the requirements which are extant at a given point in time. If the requirements change and the individual does not adapt by either acquiring more or different knowledge and skills, that person becomes less competent. Functional competency is directly related to the success in the life of an adult.

The first step in insuring the success of the adult learner is to identify a target audience. Target audience's would consist of adults with limited language skills, unemployed adults, women with special needs, adults lacking basic functional skills and adults lacking skills and/or credits to acheive a high school diploma.

In identification of a target audience the first thought one must keep in mind is that adults have a lower tolerance for irrevelant and ambiguous material than school age children. Some adults will not return to the classroom if the information seems unrelated or meaningless to them.

Evaluation of the material presented should also be practical and meaningful. The most conductive learning testing environment for adults is one which keeps stress at a minimum, provides flexibility in teaching, and allows for individual differences.

Taking into consideration the instructional and evaluation content of the program, the adult learner must first establish an Individual Education Plan (I.E.P.). Specific areas of deficiency or trouble spots can be evaluated. The student and the Intake Counselor prepare the I.E.P. to meet the individual needs of the students and to comply with State requirements. Estimated time lines are set to acheive objective or the level of accomplishment desired. Time lines must be estimated as personal needs vary drastically from one student to another. Motivation of the adult will be enhanced if their needs are the most important part of establishing the I.E.P.

Most areas of student weakness must be identified to enable instructor to develop specific curriculum materials that will improve the performance of the student. Needs assessment allows for curriculum materials to differ from one classroom to another.

To insure the maximum amount of individual success the credit based program will offer the following components as a basis for the program:

1. Enrollment entrance and exit will be flexible.
2. Individuals will be provided with assessment activities to determine knowledge competencies which include Occupational, Consumer, Heath, Community Resources, Government Law and Responsible Parenthood. Knowledge competencies to be achieve include Reading, Writing, Speaking/Listening Computation, Problem Solving, Interpersonal Relations, Democratic Governance and Consumer Knowledge.
3. Individual Education Plans will consist of written educational goals, written educational objectives, written outlines of anticipated instruction and written placement activites.
4. Identification of support services will be available.
5. Program offerings will be established by staff, students, individual education plans and an Adult Advisory Committee.

6. The subject parameters will be pre-determined by instructional activity based on background and interest levels of adult students. Instructional material will be specifically designed for adults. Informal pre-assessment will be conducted, along with periodic written feedback on student objectives.
7. Class size will consist of 20 as the maximum and 5 as the minimum.
8. National developed and named tests, along with state and locally developed tests will be used. Life experience assessments will be accepted. Course attendance and teacher assignments will be required.
9. Written records will be maintained assessing increased self-confidence, passing the G.E.D., receipt of a high school diplima, successful employment placement and removal from public assistance roles.

Reviewing the scope of the program in its entirety one must be aware that objectives will be set according to the I.E.P., and developed at a pace set to meet an individual need. The overall view of the program includes the ability to use knowledge and skills to insure functional competency on an individual basis. The program is designed to further the personal, mental and financial competencies of those enrolled. Murray Community Adult Education strives to minimize anxiety felt by individuals returning to achieve functional competency and pre-determined objectives.

Life Enrichment - Murray Community Education developed its Life Enrichment Program to meet the needs and demands of the community.

Life Enrichment reflects the philosophy of Life-Long-Learning and endeavors to introduce, supplement and extend educational offerings to community members ages children, youth and adult.

Life Enrichment emphasizes that learning is a life-long process. Its goal is to make available on a continuous and consistent basis the most productive learning possibilities for the least amount of money and encourages the Murray population and surrounding areas to take advantage of these resources as a means to improve quality of life and education.

Life-Long Learning through Murray Community's Life Enrichment program provides opportunities for cognitive learning; emotional and moral development; practical competence for family life; consumer behavior, leisure and health; practical competence for citizenship and economic productivity. Benefits to be reaped through participation in the Life-Long Learning educational process are: Intellectual, academic, personality, motivational, social, asthetic, and moral.

Life Enrichment provides community members the opportunity to become an active, integral part of a unified community.

The program components of the Life Enrichment Program which reflect the Life-Long Learning philosophy include:

1. The Life Enrichment program supplies a varied educational diet consisting of occupational and professional education, education for personal development and family living, social and recreational learning.
2. Life Enrichment recognizes the importance of creative and innovative curriculum planning which reflects the changing needs of society. Current curriculum reveals the trend toward vocational and job-skill oriented classes and training.
3. Life Enrichment provides the increasing number of women joining the workforce with vocational training.
4. Life Enrichment provides opportunities for continued learning for professionals for periodic relicensing and recertifying.
5. Life Enrichment provides new training and retraining opportunities to those whose jobs have been eliminated by today's technology. Life Enrichment is making a national investment for society by making these vocational training and advancement opportunities available. Benefits such as job upgrading and higher pay mean larger tax revenues for government, individual benefits of higher pay, increased self-esteem, sense of achievement and productivity affect the quality of the community and national citizenry.
6. Life-Long Learning through Life Enrichment opportunities have the potential for reducing racial, social, educational and sexual barriers to career advancement by providing improved and advanced vocational and awareness training.
7. Life Enrichment provides indirect benefits to society by providing productive educational alternatives. Indirect societal benefits include reduced welfare dependency, reduced crime and incarceration rates and improved mental and general health.
8. Life-Long Learning through Life Enrichment helps reduce illiteracy among people by offering classes designed to meet the individual community member's needs.
9. Life Enrichment provides sources for self-fulfillment outside those oriented to traditional domains of work and family by offering opportunities for developing talents, cultural interests and recreational pursuits. Life Enrichment is a stimulus to fuller individual development.
10. Life Enrichment through Murray Community Education should be viewed as an extension of and supplement to Murray's K-12 program. Life Enrichment provides extra-curricular activites to supplement the K-12 program and is a low-cost, quality resource for students who want an extended education in addition to basic skills taught in K-12. Life Enrichment can be a source by which students seek tutorial help on advanced learning experiences, a source of which they develop their creative and asthetic talents, a source by which students prepare themselves for the new educational reform and a source through which students can involve themselves in the individually desired extra-curricular activities not provided in K-12.
11. The Life Enrichment Program strives to identify and utilize community resources as part of the Life-Long Learning process by identifying competent teachers, community organizations and agencies and existing physical resources to facilitate potential educaticnal offerings. By utilizing the many and varied resources available throughout the community a sense of unity and proud ownership is developed among community members.

The needs of adults should be recognized as being as important as those of school age students. Murray has a current enrollment of approximately 5,500 school age students. The current population of the community

is 30,000. It can readily be seen that there are many adults in our community that need continued opportunities for life centered skills to enhance their quality of life.

4. K-12 Infusion.

This component includes community education with the K-12 system. It provides community education in Murray with the opportunity and responsibility of providing resources to the K-12 curriculum programs. Currently being conducted are: Elementary P.E. including the lifetime skills of water-safe swimming instruction and ice skating instruction.

Gifted and Talented Program and Youth Enrichment - The major goal of this program is to utilize the Home, School, Community Partnership to expand the gifts and talents of children through Community Education.

This goal is accomplished by community education by implementing the following objectives:

1. To inform parents and other interested community members of the unique characteristics and needs of gifted and talented as well as provide opportunities for the enrichment of all students.
2. To provide professional resources, including consultations, workshop classes and materials to parents and teachers of these children.
3. To maintain open communication between the community and the coordinator in order to assess needs and program progress.
4. To serve greater numbers of gifted and talented students both inside and outside the district.

Flexibility of time and scheduling are only two of the many advantages inherent in a community education approach. Furthermore, a variety of formats is utilized, such as exploratory courses, indepth workshops, field trips, mentor type programs and summer programs. Concerted effort is made to select only the very best instructors.

The specific duties of the Murray Community Education Gifted and Talented and Youth Enrichment Coordinator include:

1. To develop, coordinate and implement various aspects of the program.
2. To schedule classes, workshops, training, and other educational experiences provided through the program.
3. To create a file on teachers, materials and other community resources.
4. To establish a network of communication among teachers, students, administration and the community (liason) with regard to the program.
5. To provide a program of information and course flyer for dissemination to the public regarding offerings.
6. To make maximum use of community resources.
7. To keep abreast of current research and knowledge regarding gifted education.
8. To continuously assess, refine and improve the program.
9. To evaluate teachers in the program in order to maintain optimum quality.

Many more resources could be proved in the future.

5. Cooperation and Coordination with Existing Services.

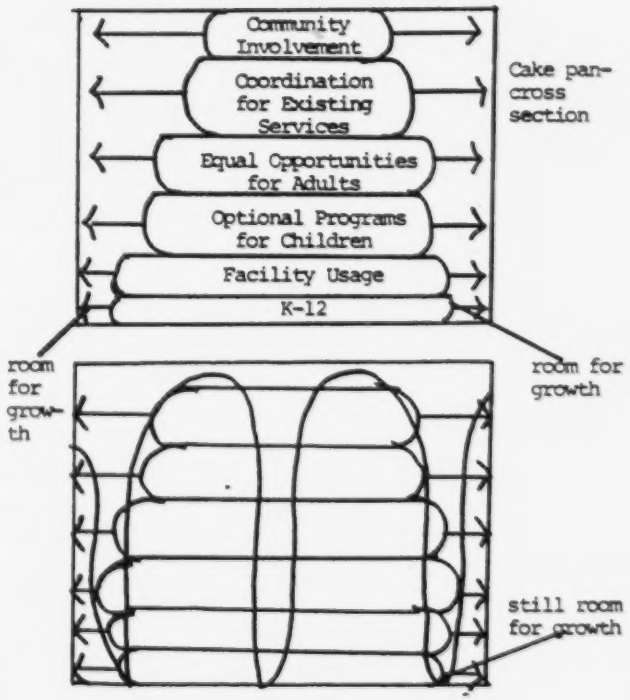
Maximum utilization of human, physical and financial resources through inter-institutional and agency coordination and cooperation carries a great potential for synegistic results. The school is society's chief formal agency for education of children, youth and adults. The schools proper role within the total educative process is both residual and coordinative. In its residual role it is obligated to teach all those ideas, skills, appreciations, abilities, attitudes and ideals which are essential to people's effective living and which they do not acquire through non-school channels. In its coordinative role, the school will lead other community agencies to develop consciously cooperative programs for the more effective and economical education of all people. Coordination and cooperation of services that promote and give people the opportunity for life skills development is a basic component of community education.

6. Community Involvement.

In order for community education to fulfill its role in the community of Murray, and to effectively utilize the other components, the component of community involvement is essential between what community members want from the community education system and what is being offered and this must be bridged. This bridging can only happen when community members are intimitely involved in the community education process. This involvement must be realistic and contributive in nature. Community members and community staff should work closely together in community assessment to determine where the community is and where they want it to go. Community members can play a very important role in formative and summative evaluation, sharing needs, identification, goal establishment and program development. They can positively have inpact in addressing themselves to the life-concerns curriculum possibilities of today and tomorrow. The Home, School, Community Partnership is essential in community education.

In order to see how these components function together to make up Murray Community Education the following model is presented:

THE COMMUNITY EDUCATION CAKE



The components of community education are poured into the cake pan. This cake pan represents the parameters of our community, its' values, resources, needs and aspirations. The contents (components) of the cake pan do not reach the sides of the pan; representing the fact that each component has room for growth. The layers (components) are mixed together into a marble cake presenting the fact that all components are infused together for an inclusive effect. In community education we bite into all parts. The leadership of community education becomes the mixer that puts the components together for the benefit of the community. Without proper leadership and concepts community education will not happen - and the cake will go stale and crumble.

Community education can be likened unto the elephant, that when three blind men approached it and touched the different parts, each man got a different concept of the elephant.

Community education must be seen as a total process using all components and not just a signle one. Creative approaches must be used to implement the components of Community Education.

The Be Creative Story - Wife of farmer wrote a letter to her husband who was in prison for robbing a bank. In her letter she stated to John that it was time to plant the corn, but she had no help to plow the north field. John, in his response, knowing that the mail was censored, said, do not plow north field, that's where I hid the money. A few days later wife wrote, can't explain why but several men came to north field and completely dug it up. John wrote back, now plant the corn.

Creative planning, implementation and evaluation must be put into place to provide the total community with the opportunities to enhance their quality of life through the community education learning process.

REFERENCE

Clark, P.A. and Olsen, E.G. Life-Centering Education, Midland, Michigan, Pendall Publishing Company, 1977.

# BUILDING LEVEL COORDINATORS- HOW THEY SPEND THEIR TIME

Part II

Burton K. Olsen & Murray I Meszaros


## Abstract

In the November 1982 issue of the Intermountain Leisure Symposium, we discussed how building-level community educators were actually using their time. Findings were deliniated from six states--Alaska, Florida, Minnesota, Oregon, Utah and Virginia. We discovered in our search, no formal research had been done that addressed what building-level community educators were actually doing with their time.

The Nov. article briefly covered job titles, full-time versus part-time coordinators, responsibilities, population, turnover rates of coordinators, length of program existence, working schedule, and the relationship of older versus newer coordinators. We surveyed 417 people of which 262 responded by the cut-off date. Since some of the questionnaires were improperly filled out, 212 surveys were actually used.

This follow-up research, Part II, was written to show the relationships of full-time versus part-time building-level coordinators in the six states regarding employment status, population, years as building level coordinators, years of program existence and hours spent on different responsibilities.


## EMPLOYMENT STATUS

When we analyzed the full-time building-level community educators (FT-BICE) in relation with the part-time community educators (PT-BLCE, those who had other responsibilities besides community education), we found interesting data. In Table I, "Employment Status Per State", a variation of 38 percent existed between Minnesota who had 68.75 percent of their coordinators working on community education responsibilities versus Utah who had only 30.14 percent of their BLCE's as full-time. Note the average of the states' mean was 56.33 percent. Conversely, the PT-BLCE's average of the six states was 43.67 percent. Note that the majority of the states have over 60 percent of the building coordinators involved doing full-time community education activities.

TABLE I

EMPLOYEMENT STATUS PER STATE

| State | Full-Time BLCE # | Full-Time BLCE % | Part-Time BLCE # | Part-Time BLCE % |
|---|---|---|---|---|
| Virginia | 7 | 63.64 | 4 | 36.36 |
| Alaska | 14 | 60.87 | 9 | 39.13 |
| Florida | 18 | 51.43 | 17 | 48.57 |
| Utah | 22 | 30.14 | 51 | 69.86 |
| Minnesota | 22 | 68.75 | 10 | 31.25 |
| Oregon | 24 | 63.16 | 14 | 36.84 |
| (Non-Responses) | (1) | | | |
| State Average | | 56.33 | | 43.67 |
| SD | 14.03 | | | |
| Variance | 196.98 | | | |

## POPULATION

One error in the last article needs to be clarified. It was reported that 91 percent of the population surveyed worked with a population of 50,000 or under. The "Total Population in Your Sercice Area" varied from 200 to 400,000 with a median population of 11,500. Seventy percent of the service areas were under a population of 23,000 and 91.11 percent were 55,000 or under.

When a Duncan's Multiple Range Test was used to clarify significance, Minnesota was significantly different that either Oregon or Alaska as projected by the box plots in Figure I. Notice the median average for Minnesota was 23,000 whereas Oregon and Alaska's median were 7,000 and 3,000, respectively.

(See Figure I)

(State Comparisons of Populations in Service Areas)

## YEARS AS BLCE

Table II makes a comparison of states with the years a BLCE had been a coordinator. Notice Alaska has a mean average of 2.41 years, while Minnesota BLCE's have 4.81 as a mean average. The older coordinators and those who have maintained their jobs longer are located in Utah, Florida, and Minnesota. It looks like the real change over of coordinators comes about in states of Alaska, Oregon, and Virginia. The analysis between the FT-BLCE and PT-BLCE means (3.64 and 3.69 respectively) hardly showed any difference when the Duncan's Multiple Range Test (5% level of confidence) was run; however, a significant difference showed up between Minnesota nad the two states, Oregon and Alaska. Also a difference between Floria and Alaska existed.

TABLE II

YEARS AS A BLCE

| Yrs BLCE | VA | AK | FL | UT | MN | OR | Total |
|---|---|---|---|---|---|---|---|
| 0-01 | #4 %36.4 | #10 %45.5 | #5 %14.3 | #23 %31.5 | #3 %9.4 | #11 %29.0 | #56 %26.6 |
| 2-05 | #6 %54.6 | #11 %50.0 | #22 %62.9 | #34 %46.6 | #19 %59.4 | #24 %63.2 | #116 %55.0 |
| 6-10 | #1 % 9.1 | #1 %4.5 | #8 %22.9 | #12 %16.4 | #6 %18.8 | #3 %7.9 | #31 %15.0 |
| 11-14 | 0 0 | 0 | 0 | #4 %5.5 | #4 %12.5 | 0 | #8 %3.8 |
| Total | 11 | 22 | 35 | 73 | 32 | 38 | 211 |
| Mean | 3.09 | 2.41 | 4.00 | 3.88 | 4.81 | 3.00 | 3.67 |

FT-BLCE Mean 3.64
PT-BLCE Mean 3.69

## YEARS OF PROGRAM'S EXISTENCE

The average years the community education program had been in existence in the six states was 8.01 years. Minnesota showed the longest with 10.31 years, while Alaska being the lowest, averaged 5.54 years. Our data indicated that a massive push to start programs originated in 1972; however, beginning "New Community Education Programs" had consistantly dropped in the six states since 1976. The average community education program has had almost three BLCE's by the time the program reached eight years of age. See Table III for further information on programs per state.

TABLE III

YEARS PROGRAM HAS EXISTED

| State | # | Mean | Significantly different from these states* |
|---|---|---|---|
| Minnesota | 29 | 10.31 | Oregon, Virginia, Alaska |
| Utah | 64 | 10.22 | Oregon, Virginia, Alaska |
| Florida | 35 | 8.37 | Alaska |
| Oregon | 37 | 7.68 | Utah, Minnesota |
| Virginia | 11 | 5.91 | Utah, Minnesota |
| Alaska | 24 | 5.54 | Florida, Utah, Minnesota |
| State Average | | 8.01 | |

* 5% Level of Confidence

## INDEPENDENT VARIABLE EFFECTIVENESS

A single two, three, and four-way analyses were made between "Employment Status", "Population", "Age of Program", and "Work Experience." Throughout the interactions, employment status seemed to play the biggest role. It appeared as one of the independent variables affecting total weekly hours. Next, the population setting in which community educators served had a possible impact on how total wekkly hours were spent. Third, age of program seemed to have very limited effect on total hours. Lastly, wherever work experience was analyzed, it seemed to have no bearing on the total weekly hours that community educators worked. Thought the independent variables affected total weekly hours, in no instance did they appear to have had significant influences on total weekly hours.

## HOURS SPENT

It was very interesting to tabulate the hours a coordinator spent on the job. (After further analysis of our data, we had to eliminate a couple of surveys; therefore, you may see a slight difference in this data and the data reported in the Nov. 1982 issue.) The information is very enticing and we encourage you to spend a few minutes analysing Table IV. The BLCE's were averaging 39.5 hours per week. However, a difference of almost 10 hours between FT-BLCE's throughout the states, Alaska's coordinators were working 55.15 hours.

Utah had a lot of part-time help, 70.7 percent. All other states had more FT-BLCE's than PT-BLCE's. Notice the part-time coordinators in Oregon. How odd it was to find PT-BLCE's working longer than the full-time BLCE's. They were working almost full-time but with part-time pay. Someone is getting their money's worth.

We also found several states differed significantly (5% level of confidence) in other areas in the amount of hours their BLCE's spect with "In-Office Administration." Florida was significantly different from Virginia and Utah. Utah was significantly lower in the amount of hours BLCE's put in "Community Involvement" as compared to the other states surveyed. Other very interesting observations were noted by looking at how much more time (in percent) Florida BLCE's were spending in "In-Office Administration" (22.4%) Utah BLCE's spent in "Building Supervision" (20.8%), and Oregon people spent in "Public Relations and Media" (12.2%). However, we really noticed a difference in responsibilities of FT versus PT BLCE's in Virginia with "In-Office Administration" (14.3% versus 20.0%), "Building Supervision" responsibilities in Virginia (FT 19.7%, PT 10.8%), Alaska (FT 13.0%, PT 29.6%), and Utah (FT 25.8%, PT 17.6%), "Working with Professional and Lay Staff" in Virginia (FT 11.9% versus PT 20.8%), Florida (FT 19.5% versus PT 13.3%), "K-12 Involvement" in Alaska (FT 14.3% versus PT 7.6%) and Oregon (FT 16.1%, PT 10.8); and "Program Development" in Utah (FT 4.8% versus PT 10.8%).

In our last article (November), we stressed that there was almost double the time put into "process" activities compared to time put into "program" activities. When we broke this down into various states and FT versus PT BLCE's, we found where the real differences were. Again considering "Building Supervision," "Program Development" as program activities and "Working with Professional & Lay Staff," "K-12 Involvement," "Community Involvement," & "Public Relations & Media" as process activities, Virginia, Alaska, Florida, and Oregon had more than doubled the amount of hours in process as compared to program. Utah and Minnesota only had 30 percent more. Virginia's FT BLCE's spent about 30 percent less time in program activities as compared to their counterparts.

In the future, it is our hope that research will further clarify trends and directions of building-level community educators. If you know of any research that has been done, we would solicite your help. But until then, good luck to all you coordinators in your many and varied duties.

TABLE IV

HOURS SPENT BY BLCE'S ON COMMUNITY EDUCATION RESPONSIBILITIES PER STATE

| | | In-Office Administration | Building Supervision | Working w/ Prof. & Lay Staff | K-12 Involvement | Community Involvement | Personnel & Program Eval. | Program Development | P.R. & Media | Total Ave.= () Total % |
|---|---|---|---|---|---|---|---|---|---|---|
| VIRGINIA | | | | | | | | | | |
| Full-Time | Mean | 5.00 | 6.86 | 4.14 | 4.57 | 5.00 | 3.14 | 3.29 | 2.86 | (34.9) |
| | % | 14.3 | 19.7 | 11.9 | 13.1 | 14.4 | 9.0 | 9.4 | 8.2 | 100% |
| Part-Time | Mean | 6.50 | 3.50 | 6.75 | 2.00 | 6.25 | 2.25 | 2.75 | 2.5 | (32.5) |
| | % | 20.0 | 10.8 | 20.8 | 6.2 | 19.2 | 6.9 | 8.4 | 7.7 | 100% |
| All BLCE's | Mean | 5.55 | 5.64 | 5.09 | 3.64 | 5.45 | 2.82 | 3.09 | 2.73 | (34.0) |
| | % | 16.3 | 16.6 | 15.0 | 10.7 | 16.0 | 8.3 | 9.1 | 8.0 | 100% |
| ALASKA: | | | | | | | | | | |
| Full-Time | Mean | 10.86 | 7.14 | 7.93 | 5.43 | 7.86 | 6.36 | 4.21 | 5.36 | (55.2) |
| | % | 19.7 | 13.0 | 14.4 | 9.9 | 14.3 | 11.4 | 7.6 | 9.7 | 100% |
| Part-Time | Mean | 4.80 | 11.3 | 4.1 | 6.7 | 2.9 | 2.9 | 2.1 | 3.4 | (38.2) |
| | % | 12.6 | 29.6 | 10.7 | 17.5 | 7.6 | 7.6 | 5.5 | 8.9 | 100% |
| All BLCE's | Mean | 8.07 | 8.88 | 6.33 | 5.96 | 5.79 | 4.92 | 3.33 | 4.54 | (48.0) |
| | % | 17.3 | 18.5 | 13.2 | 12.4 | 12.1 | 10.2 | 6.9 | 9.4 | 100% |
| FLORIDA | | | | | | | | | | |
| Full-Time | Mean | 9.39 | 5.67 | 8.61 | 3.61 | 4.94 | 4.50 | 3.22 | 4.50 | (44.5) |
| | % | 21.1 | 12.8 | 19.4 | 8.1 | 11.1 | 10.1 | 7.3 | 10.1 | 100% |
| Part-Time | Mean | 9.82 | 5.65 | 5.47 | 5.00 | 3.53 | 3.94 | 4.76 | 3.00 | (41.2) |
| | % | 23.8 | 13.7 | 13.3 | 12.1 | 8.6 | 9.6 | 11.6 | 7.3 | 100% |
| All BLCE's | Mean | 9.60 | 5.66 | 7.09 | 4.29 | 4.26 | 4.23 | 3.97 | 3.77 | (42.0) |
| | % | 22.4 | 13.2 | 16.5 | 10.0 | 9.9 | 9.9 | 9.3 | 8.8 | 100% |
| UTAH | | | | | | | | | | |
| Full-Time | Mean | 7.27 | 9.41 | 3.73 | 4.95 | 3.09 | 4.64 | 1.73 | 1.64 | (38.5) |
| | % | 19.9 | 25.8 | 10.2 | 13.6 | 8.5 | 12.7 | 4.8 | 4.5 | 100% |
| Part-Time | Mean | 4.74 | 4.21 | 2.38 | 3.43 | 1.72 | 2.81 | 2.58 | 2.04 | (23.9) |
| | % | 19.8 | 17.6 | 10.0 | 14.3 | 7.2 | 11.8 | 10.8 | 8.5 | 100% |
| All BLCE's | Mean | 5.48 | 5.73 | 2.77 | 3.88 | 2.12 | 3.35 | 2.33 | 1.92 | (27.6) |
| | % | 19.9 | 20.8 | 10.0 | 14.1 | 7.7 | 12.1 | 8.4 | 7.0 | 100% |
| MINNISOTA | | | | | | | | | | |
| Full-Time | Mean | 7.64 | 6.91 | 6.0 | 3.64 | 4.95 | 4.68 | 6.22 | 3.27 | (43.3) |
| | % | 17.6 | 15.9 | 13.9 | 8.4 | 11.4 | 10.8 | 14.4 | 7.6 | 100% |
| Part-Time | Mean | 7.20 | 5.90 | 4.00 | 3.10 | 5.10 | 4.00 | 6.10 | 3.60 | (39.0) |
| | % | 18.4 | 15.1 | 10.3 | 8.0 | 13.1 | 10.3 | 15.6 | 9.2 | 100% |
| All BLCE's | Mean | 7.50 | 6.59 | 5.38 | 3.47 | 5.00 | 4.47 | 6.19 | 3.38 | (42.0) |
| | % | 17.9 | 15.7 | 12.8 | 8.3 | 11.9 | 10.6 | 14.7 | 8.1 | 100% |
| OREGON | | | | | | | | | | |
| Full-Time | Mean | 6.71 | 3.29 | 5.42 | 6.25 | 6.71 | 3.46 | 4.42 | 5.46 | (41.7) |
| | % | 16.0 | 7.9 | 13.0 | 15.0 | 16.1 | 8.3 | 10.6 | 13.1 | 100% |
| Part-Time | Mean | 8.36 | 5.64 | 5.50 | 6.57 | 4.71 | 3.71 | 4.36 | 4.71 | (43.6) |
| | % | 19.2 | 13.0 | 12.6 | 15.1 | 10.8 | 8.5 | 10.0 | 10.8 | 100% |
| All BLCE's | Mean | 7.32 | 4.16 | 5.45 | 6.37 | 5.97 | 3.55 | 4.49 | 5.18 | (42.5) |
| | % | 17.2 | 9.8 | 12.8 | 15.0 | 14.1 | 8.3 | 10.6 | 12.2 | 100% |

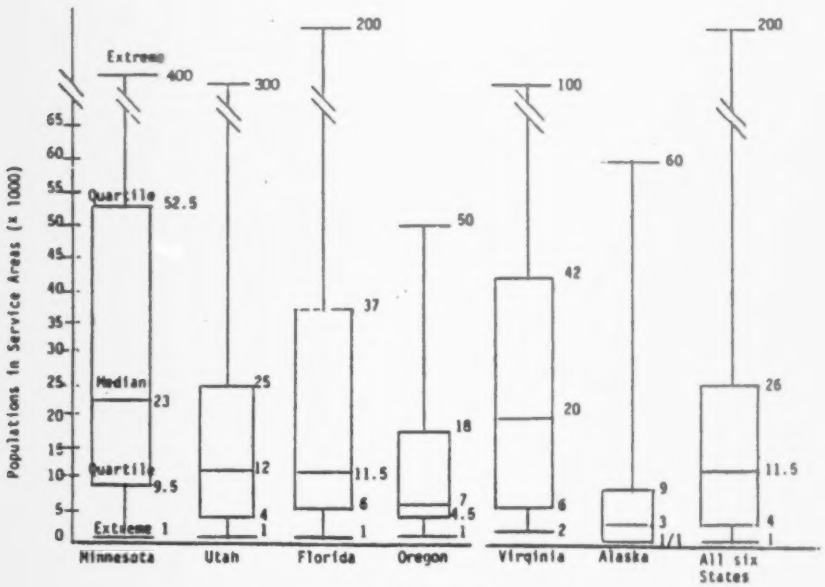



Figure 1

State Comparisons of Populations in Service Areas

# PROGRAMMING AND FINANCING THE CULTURAL ARTS

Vern Holte and LeRoy Dennis, Provo City Parks & Recreation


## Abstract

The following is a brief outline of the methods used by Provo City in establishing their Cultural Arts Program. It details a short history, gives organizational information and outlines the program and financing methods.


## Background

Provo may not be unlike many communities in our State, in that much needs to be done in getting a handle on what direction the cultural arts are going. Through part of 1981 and throughout 1982 we gradually discovered that not all groups and individuals interested in the cultural arts thought they should be involved in a common thrust towards the development and enhancement of the arts as a whole. They were generally much more interested in seeing their own small cause championed and did not realize or in some cases care if the other arts groups succeeded or not.

We found that even among the forty member cultural arts advisory board there was little communication and education going on.

The Parks and Recreation Department, although desirous of getting more involved, only had peripheral contact with the arts. By trying to focus on the overall cultural arts picture the department was able to give some valuable feedback to the city administration. The administration, recognizing the importance of the arts and its value to the balanced growth of a community, and with the added insight provided by the department, was able to launch a consolidated, common effort towards the promotion of the cultural arts.

One of the first steps taken was to establish by ordinance exactly who had responsibility for the cultural arts within the city organizational structure. A section in the new Administrative Code now reads, "The Department of Parks and Recreation shall have charge of and be responsible for: (a) the general supervision, design, and management of all recreational, leisure and cultural activities or programs of the City;". After the authority and responsibility was established, staff members went to work on a reorganizational effort with the Cultural Arts Board. A forty member advisory board was simply too large for work to proceed. It was recognized that with nearly a single person staff from the recreation division, more than forty volunteers would be needed, but not all to serve on the board.

## Organization

The Board was reorganized with two sections. The Executive Committee and the Technical Committee. The main responsibilities of the Executive Committee are: 1) to see that all Cultural Arts interests are contacted and involved, 2) to secure sources of funding for the arts, 3) to promote and insure equal opportunity for exposure for all of the various cultural arts groups. The main responsibilities of the Technical Committee are: 1) to provide technical assistance in the actual production of programs, 2) to work with the Parks and Recreation Department in securing adequate facilities for programs, 3) Coordinate with out-of-town groups, organizations or agencies in the production of large scale programs.

The Assistant Director for Recreation Programming has the assignment to see that the committees meet regularly, that communication takes place and that the goals and objectives of the city are met in regard to the advancement of the cultural arts.

If you live in a community where a college or university is located, it is highly recommended that you take full advantage of their experience and capabilities.

In Provo's situation, Brigham Young University's Fine Arts staff provides many volunteer hours in promoting the arts throughout the community.

It is also imperative that the Cultural Arts calendar is coordinated with the Fine Arts and Athletic calendar of the University.

## Programs

In Provo, under the new format, programming is just barely getting underway. Many communities have one or more major cultural events they highlight each year. Provo has selected three. Each of these three events enhance the overall theme of the city, "Provo The Family Place."

The first event, which has been going on for a few years but now becomes a part of the cultural affairs, is the Fourth of July Freedom Festival. The second event was conducted for the first time this year, Provo's Children's Celebration of the Arts. The third event, concentrating on the holiday season, is "The Annual Yule Fair." Each of these major events involve hundreds of volunteer man hours and will receive year-round planning emphasis.

Other programs already underway which take less work and are mainly organized by a particular interest group include: The Municipal Band Summer Concert Series in the Park, Summer Variety Concerts at the Castle, Year-round Cultural Series in City Hall.

Steps are being taken to revive some cultural groups which disbanded because of lack of facilities and funding. Choral groups, artisans, readers theater, and others will now be put on a master calendar and given the opportunity to perform or display their talents.

## Funding

As stated above, the Executive Committee has responsibility for securing funding. They will need to be extremely active and creative in their pursuit of finances. The continuing success of the entire development of the cultural arts depends upon their ability to find revenue sources.

Provo is in the process of creating the "Provo Community Foundation." The Foundation will allow tax exempt donations to come to the city earmarked for the arts. Committee members need to be experts in obtaining grants. Grant applications can be submitted to the Utah Arts Council, The National Endowment For the Arts, the National Arts Stabilization Fund, the National Endowment for the Humanities, The Ford Foundation and the Rockefeller Foundation. In addition to pursuing these sources, the

committee will be active in soliciting funds from businesses, local corporations, and individual benefactors.

The source of information to find out about most of the above foundations is the Leisure Information Service, "Fund Development and Revenue Sources Report." The report is published twenty-four times a year. The address is Leisure Information Service Editorial Office: 804 D Street, N.E., Washington, D.C. 20002.

Where and when possible, funding from the city general fund needs to be pursued. By placing the cultural arts under the Parks and Recreation Department it has made it much easier to request funds through the normal budget process. Many times fund requests to city Administrators come from outside the normal budget process and need special attention and special handling, and chances for success are not very good.

Every community needs to have an active cultural arts program. Those in the field of municipal recreation need to be in the forefront of the effort to promote the arts. As a profession, we are often viewed as those folks who run the youth and adult sports programs. We have a much greater responsibility and should be actively pursuing the development of all leisure time activities.

# SAFETY TOWN - A SURE BET FOR TOTS

Kent E. Perkins, St. George, Utah Leisure Services Department




## Abstract

Enhance your program offering for preschoolers by creating a recreational safety program, namely Safety Town. This high visibilty program can be successfully conducted through the volunteer efforts of many, plus donations of materials, equipment and money. Safety Town is a public relations dream.


## Introduction

Many parents work diligently with their children during preschool years to develop proper eating habits, manners, health habits, etc. But how many parents really work on their children's safety habits ? Aren't safety habits the most important habits in life ? Preschool children today are exposed to many more dangerous situations and objects than children years ago. Preschoolers travel much more with parents and conseqently are confronted with situations away from home as well as around the home. Safety Town is the foundation of safety education ! It is the only time in a child's life that he has the opportunity to attend a program designed expressly to teach safety. It has been largely responsible for the tremendous increase of interest among educators for including safety classes into the school curriculum. It is endorsed by the Highway Safety Foundation, National Safety Council, American Automobile Association, Veterans for Safety International, Inc., State Departments of Education, State Departments of Highway Safety, many leading insurance companies, and National Civic and Service Organizations. It can be organized locally by any organization with school, city, police, and fire officials cooperation. (Chlad, 1973)

Safety Town is easy to sell because it offers all the ingrediants of a "mom and apple pie" program: The desire of all parents to teach and protect their children and provide them with the "tools" to protect themselves. Safety Town is built upon the premise that children develop most of their habits in their early years. Safety Town helps a child develop safety habits in all settings.

## Curriculum

The child is exposed to a curriculum which has been developed to teach children important concepts and habits in a fun recreational atmosphere. Examples of curriculum content include 1) learn about fire safety, meeting a fireman, seeing equipment, climb on a fire truck, learning how to respond to a fire emergency, and making fire safety related arts and crafts projects; 2) meeting a variety of policemen in uniform, seeing police vehicles, learning about police equipment and making police related arts and crafts projects; 3) meeting a doctor and nurse, learning about drugs, poisons, and medicines; 4) meeting E. M. T.'s and seeing an ambulance and emergency equipment; 5) memorizing songs and poems about safety; 6) learning to make emergency phone calls and memorizing his/her home address and phone number; 7) seeing special slide shows regarding safety, 8) learning and practicing proper bus mounting, riding, dismounting, and conduct; 9) learning and practicing playground safety, crosswalk safety, etc.

Daily visitors in uniform are a highlight and leave a very strong impression upon the children. Each concept is accompanied by an arts and crafts project.

## Safety Town Layout

A typical Safety Town layout is built on a parking lot at a school (usually elementary). The school gives access to air conditioned classrooms, water, and restrooms. School playground equipment is also used. Streets, crosswalks, sidewalks, driveways and grass areas are painted on the parking lot surface. Child size buildings are constructed and set up daily. A functioning traffic light is set up at an intersection, and traffic signs (stop, yield, one way, caution, etc.) are placed at appropriate corners. Small push cars and tricycles are ridden by the children to simulate traffic while other children act as pedestrians. It is very helpful for the parking lot/town to have as much shade as possible. An indoor town can be created in a large gym using a designed mat.

## National Involvement

It is important to affiliate a local Safety Town with the National Safety Town Center, P O Box 39312 Cleveland Ohio 44139. This non-profit organization will provide "towns" with curriculum guides, helps and hints, a variety of "how to" manuals, and basic materials each year.

## Funding and Donations

Because Safety Town is supposed to be self-sustaining, it will require a concerted community effort to raise funds. A typical Safety Town for approximately 90 children will cost about $1500.00 to operate for two sessions during one summer.

To generate monies the following methods are recommended 1) charge of basic fee for all participants, perhaps $10-15.00 dollars per session per child. 2) direct solicilations to businesses and corporations. 3) sell advertising yearly for the sides of Safety Town buildings and plates on cars and tricycles. 4) encourage donation from any other source. Emphasize that a donation to Safety Town can be used as a tax deduction. 5) tie in with a service club and have them conduct fundraising projects to help support Safety Town.

A special Safety Town holding account must be the source and repository for all Safety Town monies.

Local business will often donate materials and manpower for the construction of Safety Town buildings, the layout and paintings of the town itself, the daily refreshments, the crafts projects, and/or the small cars and tricycles. Corporations, businesses and government agencies will donate safety materials, brochures, booklets, coloring books, etc., for use by the children.

## Volunteers

Typical volunteer recruits should include: town aids (crossing guards, etc.),teen instructors (1 per 6 - 8 children usually of high school and/or college age), teen assistants (youngsters),Friends of Safety Town coordinating committee (this organization should have officers and committees with specific assignments). Often service clubs will adopt this program and supply much needed manpower.

Recruits can be found in church groups, boy and girl scouts, 4 H, YM and YWCA, brothers and sisters, etc. All volunteers should attend training sessions prior to program. Each volunteer receives a T-shirt to wear during the program. Recognition is given at the end of program with certificates given at a picnic, banquet or party.

## Expenditures

Money will have to be spent on whatever can't be obtained through donations. Typical expenditures will include National Safety Town material, instructor's salary, school bus rental, a volunteer appreciation party, and some miscellaneous materials and supplies. Coordination can often be done by the volunteer committee (Friends) and a fulltime recreation employee, thus saving the salary of a part-time coordinator.

## Graduation

The culmination of this program is a parent day/graduation ceremony. Parents spend the 1 3/4 - 2 hour session with the children, in the classroom and on the Safety Town. A ceremony follows wherein each child wears a mortar board and is presented with a certificate of graduation. This is the "icing on the cake".

## Special Touches and Ideas

Construct a tee shirt design contest wherein the enrolled preschoolers submit an original design. The winning design is screened on T-shirts and each child then receives his/her own official Safety Town shirt.

Parent sessions can be planned wherein parents learn about safety, poison treatment, first aid, poisonous plants, vehicle child restraints, etc.

## Conclusion

Safety Town is the type of program that can be a real plus to any community. This program can bring together many members of the community into a positive coalition to serve our preschool youth. The spirit of cooperation and volunteerism is the real heart of Safety Town. I commend this program to each and every community as a sure bet for tots.

## Bibliography

Chlad, D. Safety Town, General Information Guide, National Safety Town Center, 1973. p.5.

# MEGATRENDS THAT TRANSFORM OUR PROFESSIONAL LIVES

Howard R. Gray, Brigham Young University


## Abstract

Most professionals are very interested in the future as many plan to spend the rest of their lives there. At Brigham Young University, we instruct our students to (1) study the past, (2) understand the present, (3) anticipate the future, and then (4) masterfully administer that which is about to be. This paper is about a new American society that is not yet fully evolved and and issues that park and recreation professionals face to survive in the future as a viable services delivery process to citizens. The issues are not new, but require vision from new angles. They may even require rethinking.


## Introduction

The National Recreation and Parks Movement is dominantly a bottom-up movement where issues and trends begin in Salt Lake, St. George, Price, Delta and Lehi. John Naisbitt identifies a concept of bellwether states in his book Megatrends and indicates that most social invention has occured in five states (California, Colorado, Washington, Connecticut and Florida) while the other forty-five are following-physical fitness (California), Prop 13-type citizen-initiated referenda (California), sunset laws (Colorado), limiting population growth (Colorado) outlaw mandatory retirement laws (Washington), etc. Issues for this paper are drawn from: Merit Report (July 18, 1983); U.S. News & World Report (September 26, 1983) Megatrends by John Naisbitt (1982); and Arizona Parks and Recreation (Summer, 1983).

## Study the Past

Recreation has always been a part of the Utah lifestyle. The early Mormon settlers were fond of dancing and other social activities. Planning for early settlement often included a square or other open space where all residents could gather and play. Since pioneer days, Utah has experienced many things. The Salt Lake City and Wasatch Front regions have truly become urban. Improvements of transportation and communication systems have broken the isolation that once characterized the Utah settlements. Utah Governor Scott M. Matheson (1979) stated:

> Utah is undergoing change that affects the way we relate to ourselves, our families, our work and our institutions. In the world's most technically advanced society, a person should find time and opportunity to acquire the personal enrichment that can come from outdoor recreation. Utah is fortunate in having diversification of recreational opportunities and outstanding facilities. There is, however, both a need and an opportunity to continue to improve service and programs aimed at the conservation of our valuable natural resource and open space areas. It is imperative with the growth that Utah is experiencing that we plan for the future (Utah Outdoor Recreation Plan, 1980).

## Understand the Present

The Merit Report conducted an in-depth survey of how Americans choose to spend their leisure time. Weekends (defined here as whatever days people say they have off each week) are not just devoted to leisure time pursuits. To the contrary, almost half of all Americans say they divide their time about equally between things they "have to do" and those they "want to do." Americans do housecleaning chores, yardwork, cooking for family, shopping, car repairs, relaxing in the sun, camping, fishing family outings, playing sports, visiting friends, reading or watching T.V. A majority say that vacations are either the most (18%) or among the most important (39%) weeks of the year to them.

Demographic differences indicate that the well educated enjoy spending time on work from the office, reading, attending cultural events (little T.V.). Americans with a college degree are about twice as likely as high school educated americans to spend time playing sports. The affluent americans enjoy participatory sports that emphasize fitness while lower-income individuals are apt to spend time with church, synagogue-going and television. Women are more likely than men to engage in indoor activities. Men are more interested in office-type work and second jobs as well as outdoor activites and sports, camping and fishing. Young women enjoy the "great outdoors" as much as men. Both sexes like to relax in the sun, going to church and family outings. Married people obviously enjoy the activites related to home or family; while single people enjoy social, cultural, and sport-related activities.

The Merit Report found that one's age has a lot to do with how leisure time is spent. Older people tend to choose the quiet life (reading, T.V., going to church or synagogue) while younger people tend to go out more to museums, theaters, restaurants, nightsports, friends, sports, etc. U.S. News & World Report indicates that life for many couples takes on a whole new dimension once younsters strike out on their own. With more time and money on their hands, such parents (EMPTY-NESTERS) take up new hobbies, change residences, travel more freely. Primarily between the ages of 45 and 64 and at the peak of their earning power, these people begin to live for themselves again. One researcher observes that the empty-nest seems scary to some people, but in fact it really bring hard-earned freedom. Many couples get excited about starting out again together. One couple observed that with Little League baseball, hamburgers, vacations, and Ping-Pong we lived our life for our children and now we do things more for each other. Many empty-nestlers seek fulfillment through volunteer activity and travel.

The final issue from the Merit Report focused upon what is done for seekend pleasures...relax or keep busy. Relaxers (48%) tended to be women, older people, and less affluent and less educated. Keeping busy respondents were men, young people, the affluent and better educated. The ultimate weekend experience (vacation) included plans for a sightseeing excursion (46%), visit friends or relatives (34%), visit a beach or lake (22%), visit a foreign country (12%), relax around the house (12%), take a sports-oriented vacation (ROSE BOWL) (5%) and hobby-oriented vacation (5%).

## Anticipate the Future

The old adage that we must begin with an end in mind is very true to forecasting future events. The most reliable way to anticipace future events is by a most careful analysis of present trends. Trends are bottom up in society and have a long duration. Fads are top

own in society and have a relative short duration. Ten MEGATRENDS identified by John Naisbitt will be briefly discussed. Trends indicate the direction the country is moving in, but leaves decision-making to the agency manager. But trends, like horses, are easier to ride in the direction they are already going within soiciety. There are ten (10) MEGATRENDS to discuss.

Information Society. After 100 years since the first data communication devices, we are witnessing a mammoth communication revolution. The combined technologies of the telephone, computer and television have merged to form an integrated information and communciation system that transmits data and permits instantaneous interactions between persons and computers. During the early development stages the innovation selected the life of least resistance that would not threaten professionals so that the technology would not be socially rejected. The first applications were in toys and gaming. The second stage of development is underway to cause us to improve what we already do. The home computer explosion is upon us, soon to be followed by software to fuel it. Computer technology is to the information age as mechanization was to the industrial revolution.

A second significant shift is reflected in the GOODBYE GUTENBERG notion of shifting from author manipulation of our printed materials to a receiver control. New journals, professional publications, etc. will begin to appear to meet the demands of professional issues that are grass-roots in anture. How the Park and Recreation Movement exercises this new power over information is critical for the future.

Forced Technology to High Touch. Since the advent of Future Shock, many of us have felt that our profession would move from specialists who become quickly obsolete in rapid social change to generalists that can cope. As this unfolds, the computer technology is creating a very interesting backlash. The computer technology is in the role of a liberator. With computer assistance, we can treat thousands of participants as individuals (Leisure Counseling/Education). High Tech has created a support system that stimulates High Touch, even a personalized touch with our user populations. The high tech backlash indicates that the more complex things become, the more people desire to aggregate with other people-movies, church, rock concerts, shopping, etc. In high tech society there should remain a trend to utilize our hands and bodies in our leisure activities to balance the constant use of mental energy at work. Our profession requires trained recreation specialists that understand and utilize the High Tech as a liberator for leisure activites and citizens that enjoy these pasttimes.

National to World Economy. The two most important things to remember is that yesterday is over and we must now adjust to living in a world of interdependent communities. Council-of-Government type of arrangements are developing throughout the profession. I am aware of excellence in professional interdependency in the Roanoke Valley as well as Tide Water Areas of Virginia. Utah County has a very clear picture of how recreation and park agencies can become interdependent agencies that pool finite resources for the infinite good of all the agencies involved. Bill Hoglund in Pleasant Grove, Utah is a spokesman for the Utah County group that included-Lehi, American Fork Pleasant Grove, Orem, Provo, Springville, Spanish Fork, and Payson. International is coming.

Short to Long Term. Taxpayer pressure is mounting to cap government spending while user groups are demanding more recreation and park service within communities. A short term or stop gap approach does not work anymore. To survive in the 80's long-term strategic decisions are required to target the market. Identify market components of age, sex, social characteristics, earning power, time for leisure, etc. Is the target market growing or not? What external factors in society or the economy impact on my present target market and delivery systems? There are many agencies in this country that are like dinosaurs waiting for the weather to change. Long-range reconceptualization of our roles is mandated in the future.

Centralization to Decentralization. Our top-heavy, centralized institutions are dead or crumbling. There is new rebuilding from the bottom up. We have seen the emergence of the Utah Recreation Therapist Association recently in Utah and now the emergence of the American Therapeutic Recreation Association at the national level to meet demands not addressed by a more centralized approach. The general-purpose magazines of Life, Look and The Saturday Evening Post of earlier decades have been replaced by thousands of special-interest magazines. This analog is permeating our society. In a crises we select capable leaders and leadership from a strong centralized concept, but inbetween we choose what's his/her name. Followers create leaders in this emerging period. President Reagan represents many things to many people; however, he is a leader that rides the horse in the direction that it is going. Policy-making is not a grand, top-down strategy imposed from above, it is becoming a bottom-up approach of selected solutions that emerge naturally out of a particular set of circumstances.

Institutional Help to Self-Help. For decades, all of the institutions such as government, etc. were our buffers of other rare resources. Slowly we are being forced to wean ourselves off our institutional/government dependence and trust or rely on our own resources. Recent formation of community foundation for recreation in Logan and Provo are dynamic indicators of the reality of this. Orem's 110,000 square feet of community center programs is almost target zero or self-supporting. A dynamic enterprise account philosophy is indicating that alternative and complimentary $$$$ and other resources will be requried to cope with the trend toward self-help and direction. The consumer movement or voting via the wallet is becoming a major force in the purpose of programming within our movement.

Representative to Participatory Democracy. People whose lives are affected by a decision must be part of the process of arriving at that decision. It appears that agencies must create closer contact with consumer groups in terms of leisure time activities and the political process of getting resources allocated through local government for park and recreation concerns. Daniel Yankelovich indicates that the baby boom cohort within society that exploded on college campuses in the late 1960's and 1970's are now working in society with new demands for entitlements and rights. This change of social values in tandem with economic necessity creates the need of negotiating a change in the professional process of delivering services. Advisory councils and consumer advocacy groups are becoming more visible within our profession than ever before.

Hierarchies to Networking. The pyramid structure was the way we organized and managed ourselves for centuries. Many of the Theory Y management alternatives (McGregor) from the 1950's have become viable in locals like Japan. The Quality Circle approach of specialized groups that is very functional in modern society is the antithesis to the traditional pyramid structure of management...Thus, the concept of NETWORKING. Simply stated, networks are people talking to each other, sharing, ideas, information, and resources. Our local Utah County Park and Recreation professionals began as a network and have

formalized their relationship to cope with economic factors. The point in a network is not the network itself, but the process of getting there. Networking is a verb not a noun. The vertical to horizontal power shift that networks bring to organizations is liberating for individuals. Networks empower individuals with tasks and people in networks tend to nurture one another on professional quests. A network links like-minded professionals together.

North to South. It is a demographic fact that America has shifted from North-East to South-West. There is a dynamic shift of population, wealth, economic activity, etc. from North to South in America. The Sunbelt explosion is focused in three MEGASTATES: California, Texas & Florida. The boom in population is evident in the Southwest and West. A profile of two "BOOM" cities would include: Salt Lake City and Phoenix.

Salt Lake City itself lost population during the 1970's while the greater metropolitan area of the Wasatch Front of the Rocky Mountains (five county area) grew 37.9 percent during the last decade. First settled by Brigham Young and well known as the center of the Mormon Church, Salt Lake has attracted numberous high-tech industries in recent years, including Rockwell International, Sperry Univac, and Litton. The chamber of commerce estimates that in the next ten years over 178,000 new jobs will be created. American Express is planning a central data processing facility in Salt Lake, which alone will generate 13,000 new jobs. Salt Lake promises to be a central staging area for energy development on the western slope of the Rockies, Complementing Denver to the East. There has already been a major price war among the commercial airlines for Salt Lake-Denver air traffic.

Phoenix residents enjoy more than 300 days of sunshine a year. All that sun and a pro-business attitude have attracted numerous high-tech and information-age business groups in the last few years, including Hughes, GTE, Intel, Honeywell, Digital and Motorola. Unemployment in the Phoenix area averages just over 5 percent. Phoenix is the regional and corporate headquarters for many companies operating in the Southwest and the center of the Southwest's distribution system. It has no inventory tax, no corporate-franchise tax, and a relatively low personal and corporate tax structure. Phoenix has a lot of room to grow and estimates that it is 35 to 40 percent underdeveloped. The meto area has grown from 17 square miles to 330 square miles with a population of 790,000 (1980) that reflects a 30 percent increase during the last decade. Phoenix metropolitan area is about 1.5 million with projects to 2.3 million near the end of the 1980's

Either/Or to Multiple Option. In today's Baskin-Robbins society, everything comes in at least 31 flavors. The marketing analog within society for our profession is the reality that we must advertise and market our services to perhaps a million clusters of people who are themselves far more individualistic and who have a wide range of choices in today's world. The multiple-choice option within society is a new ball game for everyone. Consumers must be approached market by market. The rather narrow and limited opportunities for leisure in the postware period through the 1960's as evolved into personal choices such as America has never experienced before. Even the basic building block of society- THE AMERICAN FAMILY is in transition. Unmarried singles over 21 in the United States living alone or with unrelated persons could equal the number of married households by 1990. The number of persons 25-44 living alone with non-relatives is expected to increase by 60% by 1990. A household consisting of one individual is a new social phenomenon. As women continue to excercise personal options, choices for men are also increasing... full-time father, student part-time worker, share-a-job-with-a-partner. The tradition of a nuclear family seems unlikely to return anytime soon. Much innovation appears likely in programming, Cable T.V. program development, religion, arts, etc.

We appear to be living in the TIME OF THE PARENTHESIS or the time between eras. We are braketing off the present from both the past and the future. We are doing the human thing of clinging to the known values and accepted practices of the past in fear of the unknowns in our future. With one foot in the old world our instincts guide us to seek institutional help, build hierarchies, elect representatives, and approach high tech problems with short term solutions.

Administer that which is about to Be

Seven suggestions come from the Director of Phoenix Parks, Recreation and Library Department, James A. Colley. The issues that need rethinking for the future would include:

1) Prioritization. Whose priorities do we utilize-those of elected officials, parks and recreation administrator, or citizens. Future challenges mandates input of all these elements. We must take into consideration the needs and desires of the public, the restrictions and political realities of the elected officials, and balance these through the expertise of professionals. We can not plan in a vacuum and we can not please everybody. We must do our homework and make a stand. Monies are tight and leadership is necessary to set priorities and lead the profession.

2) Re-Evaluation of Services Delivery Systems. We must evaluate the trap of "doing it as it has always been done." There is often more than one way of doing things. It is our mandate to look at all options, search out each, look them all over and select the best. We are our only limits in terms of imagination & creativity.

3) Search New Staffing Patterns. Let the task fit the skills adn the pay scale. Consider alternative ways of staffing. The utilization of more part-time staff may lend itself to more flexibility, less cost, and increasing efficient usage of present full-time staff. Utilize resources to re-train staff as needed.

4) Potential of Computer. The computer is no longer a scenario of the future, it is the tool for TODAY. We need computer assistance to free up trained personnel for higher priority duties and to provide the data base required for optimal management decisions.

5) Quantity vs Quality. "More for Less Scenario" is a vision of numbers for some. This should not be the case. When monies are tight, we need our best which is always the most for the dollars. Whether labor, land or equipment, cheap is costly over the long haul. Don't let tight budgets dictate inferior service.

6) New Revenue Sources. Let's do what we do best and join with commercial entities to provide new revenues for higher quality, higher potential in services and development. We are not all things to all people. We need to initiate fees (target zero) where appropriate.

7) More for Less-FOR HOW LONG? There is an absolute limit on the more for less scenario. Managers must re-think priorities, service delivery, staff patterns, computer technology, quality and revenue sources to know how far they can go for less without getting in the inferior service trap.

THE FUTURE OFFERS MANY CHALLENGES TO THOSE THAT DESIRE TO SPEND THEIR PROFESSIONAL LIVES THERE.

# RECREATIONAL USUFRUCT RIGHTS

Daniel L. Dustin, San Diego State University


## Abstract

This paper investigates the way in which Americans relate to the environment. It includes a discussion of the concept of private property and the influence of property rights on American attitudes toward the recreation environment. It is argued that such attitudes are contributing to a deterioration in the quality of recreation opportunities and the environment and that they must be replaced by more benevolent attitudes shaped by the concept of usufruct.


## Introduction

We live in a time characterized by increasing demands on limited resources. This is no less true of recreation resources than it is of energy resources. While recreation planners and policymakers search diligently for new reserves to meet the growing demand, mounting visitor pressures on existing recreation areas and facilities are resulting in crowded conditions, user conflicts, and environmental degradation.

It is doubtful that a new supply of recreation resources will always be available to ease the burden on the present supply. It is therefore unrealistic to expect that problems related to increasing demands on limited resources can be resolved simply by expanding the system of recreation opportunities. In a world of limits such a dispersive policy is destined to be short lived.

To combat today's management problems it is necessary to change the nature of recreation demand itself. This in turn requires going "behind" the demand curve to study the public mindset that shapes it. By what right do Americans claim access to recreation resources? Having attained it, what explains their recreational conduct? And what, if anything, should they do differently in the future? Through an examination of these questions this paper works toward a new understanding of what ought to be the proper relationship between recreationists and the environment they seek to enjoy.

## The Poor Man's Property

More than one hundred years ago Alexis de Tocqueville predicted that in America many would demand what in other lands had been reserved for the few. The American infatuation with the ownership of property is testimony to Tocqueville's foresight. Americans covet property. Americans collect property. Americans champion property rights. In a nation of equalizing social conditions, the ownership of property is a way of distinguishing oneself, a way of standing out from the masses.

Public parks and playgrounds are not immune from this ownership mentality. On the contrary, they are caught up in the midst of it. These recreation resources represent the democratic principle of the public good. They are owned by all Americans. "There is, then, a symbolic significance to public recreation areas that transcends their everyday meaning. In a nation committed to equality of conditions, public parks and playgrounds serve an equalizing function. Regardless of one's station in life, one has the right of access to these resources. They are the poor man's property." (Dustin, McAvoy, and Schultz, 1982)

## Parks are for People

When Americans visit public recreation areas they understand that they are visiting their properties. They take the idea of ownership seriously and expect to enjoy the rights of a property holder. These include both the right of access to their land and the right to make use of that land as they see fit. These are their property rights.

The influence of property rights on American attitudes toward the recreation environment should not be underestimated. There is a frame of mind that comes with the idea that one has a right to do whatever one pleases with one's own property that is manifested in the recreational conduct of the American people. It is marked by an indulgent quality. Many recreationists, for example, are more interested in intensiveness of consumption than intensiveness of experience(Sax, 1980). They are determined to get their fair share. Moreover, they view their recreational preferences purely as matters of private taste(Dulles, 1965), and they expect recreation planners and policymakers to accommodate those tastes.

It is no wonder, then, that even in times of heavy demand for limited resources, those planners and policymakers are reluctant to take actions that curtail the right of access to public recreation resources or that restrict the freedoms of recreationists frequenting them. Such actions fly in the face of the hallowed tradition of property rights. They strike at the heart of a long cherished democratic ideal.

At the same time, by not taking such actions recreation planners and policymakers may be contributing to the deterioration of recreation opportunities and the environment(Dustin and McAvoy, 1982 and 1980). Leaving recreationists alone to compete for the same recreational space leads not only to the crowded conditions, user conflicts, and environmental degradation mentioned earlier, it leads to inequities among recreationists themselves as the more aggressive among them impose on the rights of others(Dustin and McAvoy, 1983). Left unchecked, these user struggles may well result in a recreation environment that is of little enjoyment to anyone.

## A Change in Human Values

In an insightful analysis of this common property dilemma Garrett Hardin(1968) argues that anything short of a fundamental change in the way people relate to the land is bound to be short term in its effectiveness. As long as demands keep rising for limited resources, the only permanent way to avoid the destruction of those resources is to alter the nature of the demand itself. This in turn requires a new set of human values.

The challenge, then, is one of replacing the traditional ideal of property rights with a new ideal, an ideal characterized by temperance and self-restraint. This promises to be difficult not only because property rights are deeply embedded in the educational upbringing of the American people, but also because they carry

with them a license to act on the environment that reinforces individualism, a key ingredient in the American life force. Nonetheless it is a challenge that must be met both for the sake of the environment and ultimately for the sake of the American people.

## The Concept of Usufruct

The beginnings of this new ideal, in my thinking, are embodied in the concept of usufruct(Spoehr, 1956). The term "usufruct" connotes a basic attitude toward the environment as well but the idea of ownership is notably missing. Resources are viewed as gifts which belong to another and which must be used in a way that does not destroy their substance. Consequently, the liberties afforded the holder of usufruct rights are far more limited than those afforded the holder of property rights. The holder of usufruct rights is more inclined to exercise self-restraint in situations where personal indulgence would jeopardize the environment or the rights of others. Such a person feels an obligation beyond the bounds of self-interest. The holder of property rights, on the other hand, feels no such obligation. The land is at his full disposal.

It is ironic that the concept of usufruct is more prevalent in primitive cultures than it is in advanced ones because it seems to be a more civilized way of thinking about the relationship between people and the environment. Perhaps the difference between the two orientations can be explained by the degree to which a society is anthropocentric in its basic beliefs. In more developed societies where human beings set themselves apart from nature and attempt to dominate it, the environment tends to be thought of only as a repository of matter which derives value when extracted for human use. The concept of property rights fits in well with this view. Conversely, in less developed societies where human beings see themselves as part of nature and therefore as being subservient to it, the environment tends to be thought of in less instrumental terms. And, as you might expect, the concept of usufruct rights fits in well with this view.

Interestingly enough, as we learn more about ecological interrelationships and interdependencies, it is increasingly clear that we human beings are indeed part of nature and that we are subject to nature's rules. Perhaps it is only fitting, then, that we of the Western world now enter into a new relationship with the environment based on the concept of usufruct.

## Recreational Usufruct Rights

The relevance of usufruct rights to recreational conduct should be evident. Actually these rights have been advocated for some time in the form of minimum impact philosophy and other calls for a more caring and compassionate code of recreation behavior. "Take nothing but photographs, leave nothing but footprints," for example, suggests a responsibility to enjoy the recreation environment in such a way that it is no worse for the wear after one's visit. Furthermore, the administrative policies of land managing agencies such as the National Park Service, which strive to tend the nation's recreation resources so they will be "unimpaired for future generations," are based on the belief that these resources are gifts bequeathed by the ages. Clearly, the rudiments of a usufruct philosophy are in place.

Recreational usufruct rights are thus wrapped up in the conviction that access to the nation's store of public resources brings with it not only an opportunity to enjoy but an obligation to protect. The recreational conduct of the holder of usufruct rights is marked by environmental awareness, sensitivity, and responsibility. Such a person understands that recreation resources do not exist solely for his immediate gratification. He understands that they have a larger purpose, one that is realized only through their service to succeeding generations. Finally, he understands that it is the responsibility of this generation to guarantee that recreation resources are allowed to fill that larger purpose.

## Conclusion

It would be naive to think that Americans who have been brought up to believe that property rights are sacrosanct would easily internalize a less selfish and more benevolent attitude toward the environment. In a similar way, it would be naive to think that today's Americans would be inclined to behave in usufruct fashion when partaking of "their" recreational properties. To create a more desirable future, however, park and recreation professionals must begin to participate actively in the education of today's youth. They must take their message beyond the bounds of park and recreation areas into the public schools themselves. They must assist in the development of lesson plans that present an alternative to the concept of private property. They must challenge the conventional wisdom of property rights. Above all else, park and recreation professionals must continue to echo Sigurd Olson's(1977) forceful cry that "freedom gives no license to violate a heritage that belongs to the ages."

## Bibliography


Dulles. F. A History of Recreation: America Learns to Play. (2nd Edit.) Englewood Cliffs, N.J.: Prentice-Hall Inc., 1965.

Dustin, D. and McAvoy, L. The Limitation of the Traffic Light. Publication pending, 1983.

Dustin, D. and McAvoy, L. The Decline and Fall of Quality Recreation Opportunities and Environments? Environmental Ethics. Vol. IV, No. 1, Spring 1982, pp. 49-57.

Dustin, D. and McAvoy, L. 'Hardining' National Parks. Environmental Ethics. Vol. II, No. 1, Spring 1980, pp. 39-44.

Dustin, D., McAvoy, L. and Schultz, J. Stewards of Access/Custodians of Choice: a Philosophical Foundation for the Park and Recreation Profession. Minneapolis, Minn.: Burgess Publishing Company, 1982.

Hardin, G. The Tragedy of the Commons. Science. 162, December 13, 1968, pp. 1243-1248.

Olson, S. Reflections From The North Country. New York, N.Y.: Alfred A. Knopf, 1977.

Sax, J. Mountains Without Handrails. Ann Arbor, Mich.: The University of Michigan Press, 1980.

Spoehr, A. Cultural Differences in the Interpretation of Natural Resources. In William L. Thomas, Jr.(ed.) Man's Role in Changing the Face of the Earth. Chicago, Ill.: University of Chicago Press, 1956, pp. 93-102.

# "PHOENIX FOUNDATIONS" - A PRACTICAL LOOK AT TWO SUCCESSFUL MODELS

Michael Whiting, Phoenix Parks, Recreation & Library Department


## Abstract

The purpose of this review is to provide the reader with a summary of the development of non-profit foundations fostered by the Phoenix Parks, Recreation and Library Department.

This paper will describe: history of development, organizational structure and relationships, goals and objectives, achievements, problems and plans for the future.

The description, it is hoped, will provide a practical model for other cities and communities to enhance financial development and dynamically involve the community in park and leisure services.


## Introduction

Involvement of the citizens of Phoenix in the development of park and leisure services has long been a primary goal of the Phoenix Parks, Recreation and Library Department. In the mid and late '70's the city has been plagued with moderate budget deficits and as a result has reduced services to the public.

Federal funding for capital improvements has also diminished placing additional demand on community bond programs. A major bond election failed in 1975 throwing development further behind. Currently, the department estimates 185 million is needed to meet the development demands of the "boom" condition that exists in the Valley of the Sun.

As with other large cities, the original downtown business district began decentralizing to north Phoenix in the '60's. With a reduced central city population and with an increase in transient activity, city and state government started a downtown redevelopment program. Parks and special events became a goal in that structure and historic preservation became an element.

The very obvious needs presented in capital park development and in downtown redevelopment gave impetus to the creation of two foundations: The Park Foundation of Phoenix and The Rosson House Heritage Square Foundation.

## History of Foundations

The Heritage Square Foundation and The Park Foundation began at different times, in different ways, and for somewhat different purposes. Each is totally unique but each has common elements of success.

The Heritage Square Foundation. John Driggs, a former mayor and life long resident of Phoenix, became personally interested in the restoration of the Rosson House, a victorian mansion, circa 1896. As a child Mr. Driggs recalled walking by the house each Sunday on his way to church and remembered admiring its beauty. In the early '70's during his term as mayor the house was nominated for and placed on the National Register of Historical Places.

A restoration committee was appointed by the succeeding mayor with Mr. Driggs as chairman. The persistance of this committee over a six year period allowed the full restoration of the home at an estimated cost of $750,000. Over $700,000 was raised thru private cash and in-kind donations with only a small federal bi-centennial grant from public tax funds.

Heritage Square, now a seven museum $2,500,000 complex with gift shop and restaurant, opened on May 5, 1980. The American Institute of Architects, Junior League of Phoenix, Central Arizona Museum and several other groups were actively involved in the restoration and contributed thousands of hours and dollars to the project.

The Park Foundation of Phoenix. During the mid '70's Martha Hunter, a community spirited Junior League member, approached the Parks, Recreation and Library Department with a very vital idea. Mrs. Hunter imagined that an influential group of business leaders might help in fund raising for parks. This "Friends of the Parks" group, as it was temporarily called, had seed funding from the Junior League of Phoenix for the first few years.

In 1979 the Parks Foundation of Phoenix was incorporated from the original Friends group. The Foundation is a non-profit, charitable corporation organized for the purpose of soliciting and receiving contributions from the private sector to assist in the acquisition and development of park lands in the city.

## Structure of the Foundation

Both foundations are incorporated under Arizona state law. These corporations are private foundations and as such are given tax exempt status, 501 (C)(3) by the Internal Revenue Service. This enables them to solicit, hold, manage, invest and expend funds and other gifts, grants, and bequests exclusively for the maintenance, benefit and support of the Phoenix Parks, Recreation and Library Department.

Each foundation as required by state law has published articles of incorporation and organized an executive board of volunteers. Both groups have written by-laws to facilitate operation and clarify purpose. Copies of these documents are available through the Phoenix Parks, Recreation and Library system. Each group functions with approximately a 20 member board.

The foundations and their sub-committees generally meet monthly discussing goals, financial expenditures and problems. Both organizations have a cross section of members which include influential business and utility leaders, media personalities, lawyers, bankers, accountants, and community volunteers.

The Heritage Square Foundation was initially strongly lead by Mr. Driggs of Western Savings and Loan Company. This group subsequently diversified and expanded its membership under the leadership of Mary Hudak, an able community volunteer, and member of the Junior League of Phoenix. Sub-committees were developed which included interiors, fund raising, volunteer-docent, gift shop, education and special events.

The Park Foundation of Phoenix was initially lead by Martha Hunter a leader in the Junior League of Phoenix. This group also diversified but unlike the Heritage Square Foundation which started with strong corporate leadership, the Park Foundation gained support of the business community after about 18 months of planning. This developmental process was very evolutionary and

took hundreds of hours of "grass roots" work to achieve. A committee of 100 is being developed to staff the necessary sub-committees which include: executive, finance, planning, nominating, fund raising, membership, program, neighborhood project, and public relations.

Relationships to Staff and the Political Structure

Members of the Parks, Recreation and Library Department staff sit on the Board of each group. In the case of the Park Foundation, the relationship is ex officio. These staff representatives also serve on sub-committees and generally meet regularly with the executive committee although they are not members of this governing body.

Support staff, such as planners, administrators, lawyers, and accountants, are frequently called upon to lend expertise. An absolutely essential part of the relationship is staff's willingness to help and enthusiastically support even the initial feeble efforts by the foundation. This help or the lack of it will make or break the group. This often means frequent evening meetings or shifting priorities to accomodate a need at the office.

Staff who are called upon to sit on these boards must be enthusiastic, willing, cooperative, competent and above all at a high enough level to interpret policy and give meaningful direction. These employees must also be able to convey the importance of the foundation to the governmental administration and political structure as well as fellow staff.

Both foundations are recognized by the Parks Borad and the Phoenix City Council. The Heritage Square Foundation was initially appointed by the Mayor and Council when it served as a restoration board. The Parks Foundation is formally recognized by the Parks Board and more informally by the City Council.

Both groups have made presentations to the City Council often requesting expenditures totaling several thousand dollars. In one case the figure was over $600,000. The groups have been fairly well received by the governing bodies, however, individual council or board members have often been verbally opposed to the requests.

Although the path to the Council or its individual members was not always with staff approval or foreknowledge, the chain of command was followed more often than not. Occasionally a controversial issue was taken by the Foundation president to members of the Council to "test the water". A practice seldom successful when attemped by staff.

The Council in turn has requested support of the Foundations on a political issue when community support was of benefit.

The cooperative but delicate relationship between staff, Foundation and Council is totally essential to the successful operation of the Foundation. Neglecting these relationships spells failure in some degree if real and lasting goals are to be achieved.

Goals

The sequence of goals development was similar in both foundations and followed four basis steps:

- o group worked to achieve goals and expanded membership,
- o larger more formally organized groups evaluated and became much more structured, democratic and incorporated,
- o expanded group established written goals and in both cases procedures.

Initially the less formal groups were desirable as they functioned more fluidly and less politically. They leaned heavily on their leader. As disagreements or leadership struggles developed the groups became more democratic and cooperative in the establishment of goals. As circumstances and the economy changed the groups adjusted and reevaluated priorities.

Goals are key to the continuation of a foundation. Of equal importance is the involvement of all members in the development of the goals and their achievement. Many of the original group became dissatisfied and left as a result of an autocratic leader who disregarded the groups desires.

A discussion of specific goals at this point would be space consuming. Copies of this material are available upon request.

Achievements

In cooperation with the City of Phoenix and several community organizations and businesses, the Rosson House, Heritage Square Foundation has achieved the following:

- o developed the concept of Heritage Square Museum Complex.
- o restored and furnished an 1896 Victorian Mansion at a cost of $750,000.00 (no local tax dollars were expended).
- o restored seven (7) other historic structures on Heritage Square with matching funds from Community Development and private funds.
- o constructed a $1,000,000 Lath House Pavillion with federal funds administered by the city.
- o harnessed the financial resources and support of the business community for this downtown park.
- o provided space for six museums operated by Arizona State University, the Central Arizona Museum, Salt River Project Utility Company, American Institute of Architects, Mountain Bell and the Foundation.
- o provided office lease space for which the city receives revenue.
- o cooperatively planned several special events which have drawn hundreds of thousands to downtown Phoenix and brought in thousands of dollars in revenue to the city.
- o helped establish a well respected restaurant/sandwich shop in the Original Carriage House.
- o established a gift shop/information center in the Burgess Carriage House.
- o created a guild of docent volunteers which provide 28 hours/week of tours saving the city $32,500 annually.
- o established a marketing packet and plan to provide maximum exposure for the Square. Also provided hundreds of thousands of pamphlets and flyers for distribtution to visitors.
- o vocally expressed opinion regarding surrounding downtown development.
- o created a promotional slide presentation.
- o established necessary committees assisting in historical development, education, restoration, etc.
- o sometimes acts as spokesman to the Parks Boards and City Council.
- o financially supports activities and events at the Square.
- o annually sponsors a volunteer recognition banquet.
- o with the city has made the Square 75% self-sustaining.

These are only the major accomplishments of the Rosson House, Heritage Square Foundation. There are many, many others.

The Park Foundation of Phoenix has accomplished the following:

- o successfully involved the local business community

in the leadership of the Foundation.
- o developed a brochure and gift catalogue.
- o procuded an audio-visual presentation.
- o developed a thirty second television and radio spot, newspaper ads, and secured twenty billboards through private sector contributions.
- o coordinated development of Arcadia Neighborhood Park.
  - o $25,000 worth of grading from 5 construction companies.
  - o raised $27,000 in private donations.
- o planted 150 trees through Plant-A-Tree program - $7,300.
- o provided lights for soccer club $19,437.50.
- o received Gift Catalogue donations - $6,000.
- o developed "From The Ground Up" a resource manual for Friends Groups.
- o published "Everything But The Ants" Picnic Book.
- o sponsored two tree planting ceremonies - Arbor Day and Christmas.
- o provided Speaker's Bureau presentations.
- o incorporated as non-profit organization.
- o designed and produced thank you cards for contributors.
- o established 13 active Friends Groups.

The Foundation expects to launch a major fund raising campaign which will start with a large special event within the next year.

A Few Concerns

As with any community volunteer group, the foundations were not without a few problems.

- o Both groups underwent traumatic leadership changes after incorporation. The formal procedure of incorporation requires a good deal of effort and reorganization. This seems to have been a time of great upheaval and change. Although both groups handled the change delicately, in one case the leader was very disappointed and tried to regain control of the group. In the end staff became a vital stablizing factor until the situation settled.

- o At one point the City Council and staff became highly sensitive to the Heritage Square project. Countless reports were prepared and submitted regarding the amount of expenditures from the Community Development Fund. Restoration cost over-runs were substantial. After several months of negotiations a formal agreement was established allowing a 50/50 match of private to federal funds and set the Foundation as the administrator of the funds independent of the city.

- o Policies and procedures are a way of life in a municipal system, however, community groups are not always aware of these restrictions and must become familiar with the regulations and delays inherent in government. Staff on the other hand must make every effort to facilitate the operation of the foundation in the system avoiding frustrating circumstances from developing. This sensitivity must be carried to other city departments unaccustomed to working with volunteers. Often the foundation views the Fire Department or Planning Department as the City and part of "your" organization.

- o The Park Foundation board was surprised at the extent of unfulfilled capital needs in the city and was discouraged to realize that their best effort in fund raising would result in meeting only a fraction of the need. A discouraging fact was channeled into a positive one when staff explained that only a few hundred dollars could add great dimension to a park in the way of playground equipment, trail markers, or exercise courses benefiting a local neighborhood.

- o The staff representative to the Foundation has a vital role to perform in educating other department staff. The department administrative team, planning function, public information officer, accounting staff and maintenance workers all have critical roles to play in helping the Foundation to develop and operate. At one point, the Heritage Square Foundation architect offended a department landscape architect. Only after weeks of negotiations was the problem solved. The architects never again spoke to one another.

- o Leadership changes in the Foundation are made yearly as prescribed in the by laws. Continuity therefore is a problem. Staff must work closely with the board to achieve the desired result. While this is touchy and must be handled sensitively, the city has the right to an opinion as its interests are at risk. It is important for the city to have a representative on the board.

Problems too numerous to recount are part of the daily operation of a foundation. When assigning staff responsibilities it is essential to realize that time spent working with foundations is a priority which must be planned for. Staff support is usually the deciding factor as to whether a foundation succeeds or fails.

The Future

The 1980's are and will continue to be a decade of challenges and change especially in the delivery of municipal and state leisure services. The way in which we manage financial resources will be essential to the effectiveness of our delivery system. Foundations can and must play an important role in fund raising and in the operation of our services.

Foundations in Phoenix provide many benefits:
- o direct input from the community and a continued committment of support.
- o a political support for our important services.
- o financial support for capital improvements and programs.
- o support from the business and corporate community.
- o operational cost savings thru the use of volunteers.

In conclusion, I would like to relate a personal story. In September of 1982 a city administrator questioned the value of accepting a $25.00 donation for planting a tree, stating that by the time we bought a single tree, arranged for the crew and equipment, the gift would cost us twice what it was worth. Diplomatically I pointed out that the tree was donated by a family in honor of their young son. I tried to imagine what the future for a sapling tree might be. The family who ceremonially hand planted the tree would undoubtedly revisit the site on numerous future occasions reconfirming the importance of the tree and parks to not only themselves but to friends and future family. This family believes in what we are all about; providing quality space and programs for people pursuing leisure interests. That is why a single small donation is important.

Foundations are a way to organize people in a common cause of giving time or money toward our purposes. Foundations in Phoenix are important to our organization and will be with us for many years to come.

# THE COMMERCIALIZATION OF PUBLIC RECREATION

Robert Gardner Snow, University of Utah


## Abstract

As public tax supported recreation agencies seek to cope with increased demand and reduced budgets, they have sought to maintain desirable levels of service by various strategies. One important strategy is the operation of the program entity as if it were a business. This article investigates the various forms that strategy may take as well as examines the issues and problems that surround a decision to commercialize public recreation


In the past several years, many recreation programs offered by governmental agencies have come under increasing fiscal pressure. During this same period, the demand for many recreational services has increased. In addition, many taxpayers are increasingly unwilling to support governmental service of all types if that would mean higher levels of tax collection by government at any level. Some agencies are finding it difficult to even maintain and staff facilities and programs already in existence, let alone think about meeting current levels of demand. Special use facilities such as golf courses, swimming pools, and ice rinks have been singled out in several studies around the country as facilities that, though much desired by those who anticipate using them, are thought by the general public to be the type of facility that should be totally self supporting.

Clearly, recreational professionals in the public sector must come up with methods and strategies that will enable them to continue to provide meaningful service in the face of increasing budget limitations.

The purpose of this presentation is to suggest one way of accomplishing that objective and at the same time examine the problems that are associated with the strategy of commercialization.

For the purpose of our discussion, commercialized public recreation is the operation of a program entity in such a way as to make it wholly or primarily self-sustaining. Most agencies have begun the first steps of the process by generating revenue through entrance fees, season or family passes, reservation fees, small concession arrangements, and so on. However, in most cases the revenue produced by these methods does not come close to meeting the fiscal needs of the program the revenue is associated with.

There are a variety of philosophical, political, and ethical issues that should be examined in light of the possible change of a recreation program toward one that is totally self supporting. Probably the first thing many of us run up against is the belief that recreation is something special, so special, in fact, that we believe that it should be available to all, regardless of the ability to pay. There are several things wrong with this argument. As Crompton quite effectively points out, this is an attitude that we have for virtually no other commodity in the marketplace, including food or medical care (Crompton and Howard, 1980). In addition, we frequently fail to remember that local recreational services are funded through tax revenues primarily obtained from property taxes. The property tax is a regressive tax that disproportionately taxes the low income person by taking a much larger percentage of his income than is true for the middle or higher income groups. In contrast, the income tax is a progressive tax which takes a larger percentage from those who supposedly have the ability to pay.

Another problem with the above argument is the belief that low income disadvantaged persons will participate if the price is kept artificially low. Current research indicates that public recreation programs service a very small percentage of any community during a given period. Furthermore, the persons most likely to use such services are disproportionately composed of middle class individuals. Not surprisingly, those individuals who were users were the ones most likely to favor the continued free or minimal cost use of recreational programs and facilities. Low income persons have been shown to be in favor of pay as you go arrangements. We thus have a situation in many communities of low income disadvantaged non-users subsidizing the recreation activity of the middle income users, which is almost exactly the opposite of the situation we wish to create.

Another problem we have is determining just what belongs in the public sector and what belongs in the private sector. It seems that as a result of historical accidents and other situations, communities often find themselves in direct competition with commercially operated business. Common examples are golf courses, campgrounds, fitness programs, and facilities. The private businessman finds it extremely difficult to compete with a public sector provider on an equal basis. The private businessman must come up with his own own facility, his own operating capital, pay his help at least minimum wage, as well as pay taxes on his revenues and property. In fact, the private businessman, through his taxes, often finds himself subsidizing his governmentally owned and operated competition. One result of this inequity is the failure of nine out of ten recreationally oriented small businesses. Such a situation may not be in the long-term interest of the public or government. By stifling such small business, governments may be cutting their own throats by eroding the commercial tax base they need to survive.

On the other hand, government frequently finds itself in the situation of operating facilities for which there are no viable community alternatives. To keep such facilities open and operating, it has become necessary to generate at least a portion of the expense through fees and charges for service or other mechanisms. Some types of facilities will probably never be able to be successfully commercialized, and to be able to continue to offer those services, revenue must frequently come from some other source. Programs for the handicapped, community parks playfields or playground facilities that would incur large property tax liabilities if privately owned are prime examples.

We then need to develop long-term planning criteria that will enable both the commercial sector, as well as the public agencies, to determine which services belong in which area. By guaranteeing the private sector that they will not enter an area of service, government provides business with the confidence it needs to be able to enter into a potentially profitable enterprise. In addition, such a planning effort might reveal properties and programs that could be turned

over to a private entrepreneur.

Perhaps the above suggestion is idealistic in that frequently a public employee's worth is measured in terms of the number of employees under his direction. This empire building is a difficult thing to cope with, but the recent experience in California, among other places, suggests that large bloated empires can topple with amazing speed. One parks and recreation entity lost more than 70 percent of its almost 2,000 employees in one eight month period. Cut back politics are a part of political life in modern America, and forced retrenchment sometimes happens so fast that without the above plan we end up without the things we would most like to keep if we had thought about it as part of a planned process.

For example, one might expect that a facility that was very popular and profitable might be logically put into the category of a facility that could be turned over to a private entity without loss of service. However, we should not be naive enough to assume that would be the only criteria that would influence the decision. Perhaps the facility would have significant political meaning, and an action by the parks and recreation department to transfer its operation to a private entity could have seriously detrimental effects.

The Utah State Parks is currently in the process of evaluating the effectiveness and efficiency of their many properties. It will be interesting to observe the criteria they come up with to decide which to emphasize and which to liquidate.

When the decision has been made to commercialize a facility, there are several options that then are presented to the parks and recreation agency. Among these options are: self-operation, contracting for service, leasing, or outright sale.

Self-operation is a concept wherein the public agency contrives to operate the enterprise but operates almost exactly as if it were privately owned. Enterprise funds are typical of this type of arrangement, and often facilities or programs operated in this way must greatly increase fees and charges in order to eliminate the public subsidy.

Contracting out service typically applies to a program that can be released to a private contractor. For example, a golf course operated by the public agency can sometimes be contracted out at a substantially reduced cost, primarily because of reduced personnel costs. Such contracts must be thoroughly reviewed by the agency legal department as well as the agency director and the agency person responsible for inspecting the contractor's operation. Probably the most common mistake is the relative absence of detailed specifications. If, for example, the contract doesn't call for the spalls in the sidewalk to be repaired every 60 days, then the contractor probably doesn't have a reason to do it. When putting together proposals for contracting out for service, it is important that the agency remember the needs of the contractor. In packaging a proposal, it is probably best to put together several similar situations so the contractor can make multiple use of his employees, skills, and equipment. In other words, several similar golf courses may make an attractive package in a situation where any one of them by itself would not.

In a lease agreement, someone is paying for the use of a facility that is no longer operable. Usually a leasee will manage a facility utilizing advanced marketing techniques in order to make a profit in a situation where the agency cannot. The operation of a marina development may be a prime example. Frequently in such cases any improvement made to the property by the leasee reverts to the agency at the end of the lease agreement.

In any of the above cases, it is vitally important that escape clauses be built into the contractor and lease agreements so that either party can terminate an undesirable relationship. Also of critical importance is a clear definition of responsibility for accidents or negligence resulting in injury to a participant.

The outright sale of a park property or facility is generally frowned upon, particularly when it has been acquired through a condemnation proceeding. However, some agencies have found it necessary to go into the real estate business when moving population or other conditions force them to make capital improvements without the required funds. In many cases, the sale of facilities or lands have resulted in substantial profits for the agency.

One common concern pertaining to any of these strategies is a loss of jobs for public employees. This concern is not totally without merit. However, there is frequently a situation where a large number of long time employees, earning substantial wages, perform tasks that could be just as well done by lower level personnel. It has been the experience of some parks and recreation agencies that when these strategies are implemented, it is the former employee who takes over the operation of the facility or program as a private entrepreneur. Turning over job hiring responsibilities also removes many of the regulations and political influences that are present in the hiring practices of most public agencies.

Another common concern is the perception that there may be a reduction in the quality of the recreational experience under a private entrepreneur. This is probably almost entirely unjustified. The primary reason is that the private entrepreneur has a much stronger motivation to increase business, particularly repeat business, and so is, therefore, very attentive to situations that are undesirable.

One potential problem is the rapid increase in price that is likely when a facility goes from a public tax supported basis to a private commercial basis. There is likely to be considerable resistance to a substantial increase in price. Those who have kept prices artificially low for many years in the field of recreation in hopes that such a condition would encourage participation have, in fact, been telling people how much the product is worth.

The commercialization of recreation is an idea whose time has come and in order to be able to cope, it will be necessary to reexamine skills and philosophies. Already on university campuses all over the country, recreation students are studying business topics like management, marketing, finance, economics, and accounting in order to be able to cope with the realities of the modern world.

References

J. L. Crompton and D. R. Howard, Financing, Managing and Marketing Recreation and Park Resources. Dubuque: Wm. C. Brown Company, 1980.

J. C. Crossley, Commercialized Public Recreation: The Status of Revenue Production and Public-Commercial Cooperation in California. Ed.D. dissertation submitted to the University of Utah, 1982.

A. F. Epperson, Private and Commercial Recreation: A Text and Reference. N.Y.: John Wiley & Sons, 1977.

# LISTENING TO UTAH COUNTY

Tom Catherall, Brigham Young University



## Introduction

In an effort to evaluate the public relations and public awareness of the United Way, a National survey was conducted in 1976 and again in 1979. The results of the latest evaluation were published in 1980 in a brochure titled Listening to the Community. The conclusions of this evaluation were aimed primarily at marketing the United Way for better public response and the results of the surveys had a tremendous influence on those conclusions.

The 1976 survey involved 650 persons throughout the United States while the 1979 survey questioned 1,050 adults.

Social research has shown the people in Utah County are not truly representative of a "cross section" of America and it would be difficult to imply that National statistics would "fit" the peculiar population in Utah County.

## Purpose

The Office of Youth Research and Development at Brigham Young University with the cooperation of the United Way of Utah County and with the help of a research grant from Brigham Young University undertook a research project to replicate the National United Way survey in Utah County. Results are compared to the National Statistics from the 1979 study and are presented in tables throughout this study. Conclusions from this study would be more helpful to the local United Way organization than the National study and should be used in conjunction with its recommendations for marketing.

## Methodology

Since the National study questioned adults over the phone, it was decided to follow the same procedures locally. The phone book was used to proportionally and randomly select subjects from the communities throughout the county.

One hundred and forty-eight persons were interviewed during the months of March and April, 1983. Results are tabulated and compared to the 1979 National survey. The questions asked were identical to the National study which allows for statistical comparisons between the local and the National study.

Other than the difference in subjects questioned (i.e. National versus local persons) another factor, that of time, could have some bearing on the differences in the results. Four years separated the historical events, especially economic, should be kept in mind when making comparisons.

## Results

Whenever results show no difference as compared to the National study, then the conclusions and recommendations in the booklet can be applied locally. Significant differences between the two studies, however, alert us to the need for drawing different conclusions than found in the National study and developing different recommendations.

Table one reports no difference in the personal involvement of persons in charity. Local responses indicate a little higher percentage of persons who have volunteered and have used charitable services, but the differences are not significant. Opinions toward the United Way showed similarity except in the "favorable" category. When the "favorable" are compared to the "unfavorable" opinions, there is no significant differences between the National study and the local study, but within the "favorable" category there is a difference. The local study showed a high significance of less favorability in attitude than did the National study. (Table One, Question Three)

All questions on Table Two, except for question nine, show no significant difference between National and local studies. Question nine, however, shows a significant difference in knowing how United Way monies are distributed. The local study indicates a higher percentage of persons who believe the United Way gives a large proportion of its monies to its members. Table Three concerns the charitable giving of those surveyed. All questions regarding giving show significantly less giving to charities and the United Way on the local level as compared to the National study. The question on method of giving showed no difference.

Table four reports the amount contributed by those who reported making a contribution in table three. As reported in table three, not only do local persons less frequently contribute to charity, but table four indicates those who give, make significantly smaller contributions. Question thirteen reports a significantly higher number of local respondents who either don't know or refused to indicate their level of giving. This researcher has found this penchant for secrecy in financial matters common in Utah County. The large number refusing to reveal their level of contribution could nullify any significance to that question.

Table five reports how those surveyed think the United Way should distribute its monies. Questions regarding who the money should go to show no significant differences from the National study so National recommendations can be used there.

Question eighteen, however, regarding contributions directing the use of their donation did show a significantly higher number of persons favoring that practice and requesting changes in the policy on the local level.

Question nineteen on table six showed a significant difference on the local level which reported fewer non-contributors who would seriously consider giving if more was provided for Social Services. All other questions in table six were not significantly different.

Table seven regarding advertising showed no significant differences. Table eight, however, shows significantly fewer local persons who are aware of the NFL advertising and the United Way slogan.

Questions regarding the place where United Way information is given out are reported on table nine. It shows a significantly higher proportion of local people receiving United Way information at the workplace as compared to the National report. Other methods and locations were not significantly different.

Table ten regarding persons opinions on which were the most worthwhile services, showed no statistical differences.

Table eleven on perceived beneficiaries showed a significantly higher number of persons locally who believed the United Way did not do very much for women or minorities.

Table 1

Personal Involvement

| Response | | | Results National | Results Utah County |
|---|---|---|---|---|
| 1. Volunteered for a charitable organization in the past 11 months: | | Yes | 26% | 28 |
| | | No | 74 | 72 |
| | | Don't Know | # | 0 |
| 2. Used or know that family or friends have used charitable services in the past 3 years: | | Yes | 17 | 20 |
| | | No | 80 | 77 |
| | | Don't Know | 3 | 3 |
| 3. Opinon of United Way | Favorable-Total | | 69 | 66 |
| | Very Favorable | | 30 | 11* |
| | Somewhat Favorable | | 39 | 55* |
| | Unfavorable-Total | | 18 | 20 |
| | Somewhat Unfavorable | | 13 | 15 |
| | Very Unfavorable | | 5 | 5 |
| | Don't Know | | 13 | 14 |

*Significant at the .01 level

Table 2
Organizational Image

| Response | | Results National | Results Utah County |
|---|---|---|---|
| 4. Aware of a local United Way organization. | Yes | 76% | 64 |
| | No | 13 | 8 |
| | Don't Know | 11 | 28 |
| 5. Raises funds for a number of different charities. | Yes | 83 | 83 |
| | No | 6 | 3 |
| | Don't Know | 11 | 14 |
| 6. Provides information about services available from charitable and voluntary organization and government agencies. | Yes | 62 | 67 |
| | No | 15 | 10 |
| | Don't Know | 23 | 23 |
| 7. Uses volunteers to run its programs. | Yes | 57 | 52 |
| | No | 20 | 20 |
| | Don't Know | 23 | 28 |
| 8. Has a board of local citizens who decide how funds are distributed. | Yes | 54 | 50 |
| | No | 12 | 13 |
| | Don't Know | 34 | 39 |
| 9. Distributes 75% or more of contributions to help people. | Yes | 17 | 26* |
| | No | 59 | 66 |
| | Don't Know | 24 | 8 |

*Significant at the .01 level.

Table 3
Fund-Raising Position

| Response | | Results National | Results Utah County |
|---|---|---|---|
| 10. Contributed to charitable organizations in the past year. | Yes | 78% | 55* |
| | No | 20 | 43* |
| | Don't Know | 2 | 2 |
| 11. Contributed to a United Way organization in the past year. | | | |
| As a percent of contributors to charitable organizations. | Yes | 57 | 47** |
| | No | 36 | 53* |
| | Don't Know | 7 | 0 |

Table 3 (Contd.)

| | | | | |
|---|---|---|---|---|
| 11. (Contd.) | | | | |
| | As a percent of all adults. | Yes | 44 | 26* |
| | | No | 50 | 74* |
| | | Don't Know | 6 | 0 |
| 12. | United Way contributors who used. | Payroll Giving Only | 44 | 47 |
| | | Payroll Giving and some other way | 6 | 0 |
| | | No use of payroll giving | 49 | 53 |
| | | Don't Know | 1 | 0 |

*Significant at the .01 level.
**Significant at the .05 level.

Table 4

Levels of Contributing

| Response | | Results | |
|---|---|---|---|
| | | National | Utah County |
| 13. Contributions to charitable organizations in the past year. | Lower (100 or less) | 65% | 60 |
| | Higher ($101 or more) | 25 | 8* |
| | Don't Know, Refused | 10 | 32* |
| 14. Contributors to a United Way organization in the past year. | Lower ($50 or less) | 58 | 67* |
| | Higher ($51 or more) | 30 | 11* |
| | Don't Know, Refused | 12 | 22 |

*Significant at the .01 level.

Table 5

Motivation of Allocation Issued for United Way Contributors

| Response | | Results | |
|---|---|---|---|
| | | National | Utah County |
| 15. Provide more for social services (like family services, recreation, helping youth, and emergency services): | Increase | 38% | 39 |
| | Decrease | 7 | 3 |
| | Not Change | 52 | 53 |
| | Don't Know | 3 | 5 |
| 16. Provide more for health and medical services: | Increase | 48 | 42 |
| | Decrease | 5 | 3 |
| | Not Change | 45 | 47 |
| | Don't Know | 2 | 8 |
| 17. Provide more for the arts and cultural activities: | Increase | 14 | 19 |
| | Decrease | 41 | 19 |
| | Not Change | 41 | 48 |
| | Don't Know | 4 | 14 |
| 18. Allow every contributor to say exactly which types of services their money would be used for: | Increase | 45 | 56** |
| | Decrease | 6 | 3 |
| | Not Change | 45 | 33** |
| | Don't Know | 4 | 8 |

**Significant at the .05 level.

Table 6
Motivation of Allocation Issues for United Way Noncontributors

Noncontributors who would seriously consider giving

| Responses | Results | |
|---|---|---|
| | National | Utah County |
| 19. Provide more for social services (like family services, recreation, helping youth, emergency services): | 61% | 45* |

Table 6 (Contd.)

| | | |
|---|---|---|
| 20. Provide more health and medical services: | 67 | 61 |
| 21. Provide more for the arts and cultural activities: | 18 | 22 |
| 22. Allow every contributor to say exactly which types of services their money would be used for: | 64 | 65 |

*Significant at the .01 level.

Table 7

Charitable Advertising and Organizational Identifícation

| Responses | Results National | Results Utah County |
|---|---|---|
| 23. Recalled seeing or hearing advertising by any charitable or voluntary organization or services. | 68 | 76 |
| 24. Sponsors of advertising stated without prompting (unaided) were: | | |
| United Way | 30 | 41 |
| Other names used by United Way organizations | 3 | 0 |
| American Cancer Society | 15 | 17 |
| American Red Cross | 13 | 4 |
| Muscular Dystrophy Association | 11 | 1 |
| Miscellaneous Others | 55 | 37 |

Table 8

United Way Organizational Identification

| Responses | | Results National | Results Utah County |
|---|---|---|---|
| United Way NFL Messages | | | |
| 25. Television viewers of National Football League games who recall messages by charitable organizations and identify United Way as the source of the messages (aided) | | 71% | 50* |
| Organization Slogans | | | |
| 26. "Thanks to you. . . it works . . . for ALL OF US | Recognized | 63 | 52 |
| | Identify | 43 | 28* |
| "Fight the disease mentioned with a check-up and a check" | Recognized | 72 | 39* |
| | Identify | 38 | 20* |

*Significant at the .01 level.

Table 9

Use of Information Channels

| Responses | Results National | Results Utah County |
|---|---|---|
| 27. Recall receiving United Way information during 1978 and got information most often from: | 58% | 60 |
| 28. Television | 55 | 53 |
| Newspapers | 31 | 20 |
| Workplace | 26 | 39* |
| A Friend | 9 | 14 |
| Radio | 9 | 13 |
| A Film | 7 | 6 |

*Significant at the .01 level.

Table 10
Preferred Services

| Responses | Results National | Utah County |
|---|---|---|
| 29. Most worthwhile services of charitable and voluntary organizations: | | |
| Health Research and Care | 31% | 27 |
| Helping Economically Needy People | 25 | 24 |
| Programs for Children | 24 | 21 |
| Programs for Elderly People | 16 | 4 |
| Helping the Physically Handicapped | 16 | 15 |
| Emergency Care | 11 | 6 |
| Physical and Social Development; Recreation Programs | 6 | 11 |

Table 11

Perceived Beneficiaries

| Responses | | Results National | Utah County |
|---|---|---|---|
| United Way: | | | |
| 30. Helps people who wouldn't get help otherwise: | True | 72 | 72 |
| | Not True | 15 | 8 |
| | Don't Know | 13 | 20 |
| 31. Doesn't do enough for the average, middle-class person: | True | 37 | 32 |
| | Not True | 40 | 28 |
| | Don't Know | 23 | 40 |
| 32. Helps people in the area where you live: | Great or Good Deal | 26 | 28 |
| | Fair Amount | 33 | 28 |
| | Not Too Much or Not at All | 23 | 37 |
| | Don't Know | 18 | 7 |
| 33. Helps women: | Great or Good Deal | 20 | 23 |
| | Fair Amount | 31 | 31 |
| | Not Too Much or Not at All | 15 | 39* |
| | Don't Know | 34 | 7 |
| 34. Helps minority groups: | Great or Good Deal | 37 | 34 |
| | Fair Amount | 31 | 27 |
| | Not Too Much or Not at All | 10 | 32* |
| | Don't Know | 22 | 7 |

*Significant at the .01 level.

Discussion

The National report in discussing response three talks about the three out of ten adults who reflect strong bonds with the United Way. This question locally showed only 10% of the adults have this "strong bond". The same number of persons are generally favorable in both studies, but where the National study warns of the depth of feeling, locally the warning is more serious.

Response nine shows a higher number of constituents aware of the fiscal responsibility of the United Way, but one-fourth is still a very low number, especially among those aware of the program. Even though the awareness is greater locally, all recommendations given nationally for improvement should be followed.

The number of persons who contributed to the United Way and charities as reported in questions 10 and 11 are lower than the National study but this is not surprising. Newsweek reported in April, 1983, that Provo-Orem was the fourth lowest per capita income area in the United States. This statistic would account for the lower number of contributors and the amount contributed as reported in questions 13 and 14.

The local United Way does allow contributors to specify where their donation goes, which is the subject of question 18. The response in this question, however, indicates that locally a better job needs to be done of letting donors know of this opportunity.

The responses to questions 19 and 20 were close enough on the National study to not show significance and therefore no differences were recommended in the way the United Way presents its services to non-contributors. Locally, this is not true. Not only were social services lower locally than the National resonse, but they are also lower than the local response concerning health and medical services.

It might be possible locally that health concerns could elicit more new donations from non-contributors than does the Social Services concerns.

Responses to questions 25 and 26 indicate a significantly lower awareness locally of the United Way slogans. Any assumptions made nationally concerning the success of the United Way media campaign cannot be applied locally.

Before any definite assumptions are made concerning the lower statistic in question 25, a review should be made of United Way advertising in NFL games during 1982. It may be that there were fewer than in 1979.

The success of the local United Way in selling prospects at work is indicated in question 28. Persons responding to this question were asked to list the one or two top sources of United Way information. Because of the type of operation, no assumptions can be made of lower scores in the other areas since they were passed up in favor of another response. In other words, the lower response in "Newspapers" doesn't mean the United Way is doing a poor job of advertising through the paper - they are just doing a better job through the workplace.

In question 33 the National, study talks about "lack of awareness" rather than "disbelief" concerning the question of whether the United Way helps women, and the same can be said for question 34 which concerns whether the United Way helps minorities. Locally the statistics say just the opposite. It isn't lack of awareness, but disbelief.

Conclusions and Recommendations

1. The United Way needs to improve its message of helping women and minority groups.

2. The campaign to enroll donors at work is successful. It is second only to television in distributing information on the United Way.

3. Local residents do not recall or relate slogans to United Way as much as National statistics indicate. They may not be impressed by slogans and advertisement campaigns.

4. When approaching non-contributors, put more emphasis on health and medical services rather than on social services. Don't neglect social services, however, almost half of the responses to the study said they would give if more services were provided to social services.

5. Actively promote and publicize the fact that contributors can designate where their donations go. Statistics say contributors would give more if they could specify where the money goes.

6. Accept the fact that the economic situation in Utah County means smaller donations, but don't be satisfied with fewer contributors than National statistics. Promote more smaller gifts.

7. The image of the local United Way is not as favorable as the National average. This may be reflective of the locally higher statistics of workplace contacts. Work should be done to improve the image of the United Way at the workplace. Negative feelings can be generated towards United Way when its associated with work pressures.

All other statistics which were not significant can use National recommendations. Increases and decreases in percentages should be noted. Even though they are not statistically significant, they can point to trends especially where they correspond to significant findings.

# RECREATIONAL CLOWNING: THE FINE ART OF BUFFOONERY

LUPO t. Clown, PhD. (Doctor of Phunology) aka
Gary D. Willden, Weber State College

## Abstract

This paper has the purpose of presenting a conceptual introduction to the fine art of Buffoonery - Clowning! It is intended to serve as preliminary or subsequent reading to participation in a clownology participation session. The session will emphasize "hands-on" experience and provide additional handout materials. In this outline will be covered: History of Clowning, values and applications, resource acquisition, a summary of a curriculum for clowns, and other materials. The bibliography will provide many references to related materials.

## Introduction

"All the world loves a clown", so the saying goes. That statement is probably more true today than ever before. Circus clowns perform their zany skits under the "Big Top"; semi-professional clowns do magic tricks, gags and balloon sculpture at children's birthday parties, grand openings and school shows; rodeo clowns cavort with wild bulls; religious clowns present christian entertainment in churches, on campuses, and in senior citizen's homes; amateur clowns give mime and juggling a good name on street corners; and large numbers of hobby clowns enjoy performing wherever and whenever they get the chance. Playing the clown is truly a multi-faceted aspect of recreation and entertainment.

It may not be accurate to differentiate between hobbyist or recreational clowns and so-called "professional" clowns. There are certainly clowns who charge for their performances and consider themselves "pros" based on that fact. However, in some cases their appearance and showmanship may be ragged and of low caliber. On the other hand, it's not unusual for "amateur" or semi-professional clowns to demonstrate a quality of costume, make-up and entertainment skills to elevate them to professional status, whether or not they are being paid for what they do. Nevertheless, for purposes of this paper and presentation, the focus will be on the recreational or "non-professional" aspects of clowning, despite the inadequacy of such terminology.

The art of the clown comprises a diversity of elements. The clown must be a dramatist, a musician, a dancer, an acrobat, an artist, and a wit. He or she must be adept at using the skills of make-up and costuming to caricature or parody. Imagination and an understanding of human nature are needed as is a sense of both comedy and tragedy. He must be able to use surprise, anticipation, and pathos tempered with impeccable comic timing in order to make his slapstick work.

While humor evidences a wide range of cultural variations, Laughter is a universal language. Laughter is even a necessity of life; a tool to cope with existence-temporarily transporting the audience away from the cares of daily life. We see in the antics of the clown an exaggerated version of our own sometimes foolish behavior, frustrations or predicaments, and laugh with him at ourselves.

## History of Clowning

The first clown may have been that incautious cave man who hopped about on one foot after stepping on a hot coal from his first fire; discovering in addition to his pain, the pleasure of bringing forth the hearty guffaws of his fellow neanderthals. The tradition of the clown has roots in virtually every culture the world around. The Hopi with the Kachina rites, the Mexican "chapayeka", the Chinese "ch'ou" role, the early European and Renaissance-era "fools and jesters" including those in numerous Shakespearian dramas, and the rich tradition of the Italian street theater, "Commedia dell'arte" are all among the forerunners of the clowns we know today (Towsen, 1976).

There is a heritage of clowning that might well be adopted by more of us in "higher education".

> The University of Bologna is one of the world's oldest and most venerable institutions of higher learning. In the wall of its Anatomical Lecture Hall, just a few feet above the speaker's rostrum, there is a curious little door, not much larger than a man's head. It's function had to do with an old custom: when the professor found his students growing inattentive, the door would open and a clown would show his face, crack a few jokes to make the audience laugh, then disappear (Towsen, 1976, p xi).

No doubt clowns have been appearing and disappearing since time began. A number of terms and names have come to be associated with clowns. Among them are: Fool, Jester, Buffoon, Minstrel, Jongleur, Gleeman, Troubadour, Zany, Drolls, Wits, Harlequin and Pierrot. Each of these had original reference to precursors of the modern clown. The word clown however, did not appear until the 16th Century in England when it was more often spelled as "cloine or clowne". It's etymology has been traced back to "clod" meaning a rustic country yokel (Towsen, p. 373).

Sanders, and especially Towsen (1978 and 1976) offer stimulating excursions into the history of this unique element in modern culture. It was really in the Italian "Commedia" tradition that "Clown" as we know him today was born. Clown was really a minor character, a foil for the slapstick of Harlequin. Joseph Grimaldi so developed Clown that he dominated the stage, eclipsing even Harlequin. Grimaldi was so successful in establishing the character and role of Clown, that even today circus clowns are referred to as "Joeys" in his honor (Sanders, 1978).

## Clown Types

Eventually three distinct types of clowns evolved: the Auguste, the Grotesque (which is usually called the White Face), and the Character.

The Auguste Clown is the producer of broad slapstick humor. His dark pink flesh-tone face is painted with bright colors, often red and black. His costume may be varied greatly from a one-piece outfit to an exaggerated suit of tails. His function is to highlight the bumblings of the other clowns, demonstrating their foolishness. The Auguste is perhaps personified by the late great Lou Jacobs.

The Grotesque or more commonly the White Face clown is frequently the pompous, foolish buffoon; the brunt of the Auguste's slapstick. His make-up is typified by a a large red mouth and a bulbous rubber nose. Costuming is outlandish and infinitely varied, and he often uses

grotesquely large props like hugh lollipops or flowers.

The Character Clown is a modern innovation, typified by the hobo or tramp clown. His clothes are contemporary but vastly over-sized and ragged. He sports a painted beard and is traditionally sad, and often mute; the born loser. The epitomy of the character clown is the all-time classic "Weary Willie" of Emmett Kelly (Sanders, 1978).

## Values of Clowning

What is it that clowns do? Above all, their function is to bring a smile; to make us laugh. Clowns give us permission; to play, to be silly, to be child-like. It is not strictly necessary to make an elaborate costume and made-up face a requisite for the use of "clown skills." The magic of the clown may be utilized by anyone. The make-up, wig, and costume serve to provide the clown with an easy mask of anonymity however, which makes it easier for most people to access that side of their nature which delights in the joy of others.

There are many personal satisfactions awaiting the would-be clown. The smile of a child, the happy sigh of the oldster, the sheer delight of the "special person" whose handicap is no barrier to happiness, are all good and sufficient remuneration for services rendered.

Society benefits from clowns because society is often apt to take itself too seriously. While poking fun at the foibles of human nature, the clown is teaching us to live and love more simply.

There are many "therapeutic" values of clowning. Somehow any life is easier to bear after a hearty laugh. The clown can readily communicate acceptance to the "exceptional child", the mentally-retarded adult, the aging, or the physically-handicapped. After all, here is this really extra-ordinary "person" looking and acting silly. "Perhaps I'm not as different as I thought". The clown may use a puppet, an imaginary "alter ego", or other confidant to draw out the reluctant smile, bringing a moment's pleasure, and perhaps much more to the new-found friend.

Clowning also offers recreation leaders with opportunities to provide fantasy play experiences, role playing, skill development and other values to participants in program applications of clownology. Special populations professionals also find the experience of clowning to be of significant therapeutic benefit to the variety of unique needs of their clientelle.

## Applications of Clowning

The clown can find a multitude of situations in which to apply his art. The milieu selected will influence the degree of opportunity for interaction; setting and approach will depend greatly upon the nature of the chosen environment. Among the most common situations in which to find clowns are the following: 1. Parades 2. Walk-arounds 3. Parties 4. Promotions and 5. Shows (which may vary from "informal" park or street corner improvisations to "formal" school assemblies, etc.) Madison Avenue has in recent years given the American public a wide range of "commercial" clowns; Ronald McDonald, the Burger King, Bozo, and others. Locally, the now-defunct DeeBurger Clown was the first of the so-called "Hamburger Clowns", having been around for over 35 years!

It is perhaps here, in the application of clowning, that the differences between the recreational, hobbyist, amateur clown and the (semi)-professional, commercial or "working clown" becomes more apparent. It is probably more than a matter of altruism, or economics that initiates this dichotomy. Fundamental differences in motivation and orientation are readily exposed when clowns discuss the How's, When's, Where's and especially the Why's of their involvement with this somewhat esoteric amalgam of human endeavor (Hartisch, 1973).

Clowning has also been used as a "treatment", a therapeutic modality whereby individuals in a variety of circumstances have the opportunity to "try on clowning" and enjoy the experience of the limelight; of being in some measure entertaining to others (Source Monthly, premiere issue, 1982).

## Resource Acquisition

### Organizations

The foremost national organization for clowns is Clowns of America (COA). This club, over 40 years old, makes available local chapters(Clown Alleys) all over the country, and in many other parts of the world as well. COA is committed to helping promote quality clowning, and provides conventions, training, publications, the National Clown Museum, member networks, and more.

The hundreds of COA Alleys function as independent units, with members organizing to promote their craft and themselves, while offering much in the way of charitable service, sharing of expertise and skills, and enhancement of public awareness of clowns and clowning.

There are other organizations for clowns. For the most part, however, these are more elitist, special interest, or have membership restrictions of other kinds. Such groups includes the Shriner's, 4-H, and other clubs.

### Publications

The leading publication for clowns in this country is "Calliope," the monthly magazine of Clowns of America. This "slick" quality periodical is an invaluable resource for anyone interested in clowning. Regular columns, special features, reviews, advertising and more are all special aids to the aspiring or striving student of the "science" of Clownology.

"Clown Chatter" magazine from Spielman Brothers in Chicago, "The Laugh-Makers - A Serious Magazine for Light-Hearted Entertainers" and the new "SourceMonthly - for Mimes, Clowns, Jugglers and Puppeteers" are all other worthwhile resources (see Bibliography).

A number of books and booklets such as those by Hartisch, Bridwell, Sanders, and Stolzenberg (see Bibliography) can also provide a wealth of information. In addition, a large number of resources are available pertaining to specific "clown skills" (juggling, ventriloquism, etc.) which are also noted in the Bibliography.

Another important function of clown organizations and publications is the promotion of "professionalism" among clowns whether amateur, semi-, or "pro". A number of versions of a clowning Code of Ethics have been offered, as well a suggestions for clown etiquette and other reminders of the expectations and perceptions of clowns held by the public. It is unfortunate when a "clown" crassly breaches such behavioral norms; having much the same impact as the impatient and impolite department store Santa Claus, on impressionable young children.

## A "Curriculum" for Clowns

There are many ways for the would-be or budding clown to get instruction, advice and practical experience combined

with constructive criticism. The Alleys of COA sponsor frequent Clown Round-up's or weekend-workshops/mini conventions where a great deal can be learned. There is, of course, also the unforgettable experience of a National Clown Convention, with all the associated hoopla and good times. Further, one might apply for admission to the Ringling Brothers Clown College at Sarasota, Florida. The yearly "class" of about 50 clowns is selected from what has recently become an average of 2,000 plus applicants. This tuition-free school concentrates on fundamentals of clown activities in the circus setting, and results in a few graduates getting jobs each year with either Ringling Bros. red or blue units.

Other educational opportunities for clowns include credit and non-credit offerings from local colleges and universities. Until its status was changed to non-credit producing, one such course, at San Diego State University, was the single most sought-after course on the campus! The University of Utah and Weber State College both offer clown courses through their divisions of continuing education (DCE). At the U. of U. Theater Arts 108 (1 credit hour, with non-credit available) has been running for several years. That course was previously taught by Dick Reep, who for years was the popular DeeBurger Clown. It is currently taught by Grand Master Clown, LaMar Williams, aka Willie the Classic Clown.

A possibly unique feature of the course at the "U" is that it has received formal approval from the administration to offer "degrees" in clowning. A participant, following completion of the basic course, is awarded the BB degree (Bachelor of Buffoonery). A repeat of the course, plus some practical experience results in the awarding of the MM degree (Master of Mirth). Following a considerable period of "journeyman"-type experience, and based on skills, contributions and experience, the Master Clown designation may be awarded and the DC degree (Doctor of Clownology) conferred.

The Making of a Clown

Among the vital requirements of a clown curriculum are both areas of knowledge and skill. Some understanding of clown types, make-ups, costuming principles, "business practices" and other matters should be requisite. Perhaps more importantly however, are the many categories of clown skills, sometimes also referred to as "circus skills" which should be mastered, or at least well-developed in the basic and intermediate level clown course curricula.

Students of the fine art of Buffoonery should first decide on the type of clown they want to become, and begin to design their face make-up. Several opportunities to apply the face should be included in the course, along with instructor and peer critique of the results. Students should learn that; no, contrary to popular belief, clown faces are not patented or copyrighted. There is, to the contrary, rampant copying of ideas and components of make-up designs from photos, drawings and the like. It is perhaps not in the best interest of good ethics to allow direct duplication of full features, but even if attempted, each design appears so very different on each face (and often with each application!), as to effectively minimize any potential infringement. Even clown names are not "registered" and students should be encouraged to be creative in originating a total concept of their own clown, striving for a degree of integration of name, costume, make-up, skills and presentation.

Costuming can be as simple or as complex (and as inexpensive or as costly) as one chooses. Again, creativity and resourcefulness can go a long way toward achieving a "total look" with a minimum of expense. Clown wigs, hats, and oversize shoes (if selected) will complete the ensemble, and now attention can be focused on developing skills; "Sure, you look great, but can you DO anything?"

The Walk-Around

Before the circus acts began, it was customary for the company of clowns to "walk-around", entertaining the audience, doing their "schtick", individually or perhaps in pairs -- shopping for laughs. The "Walk-Around" survives today in the form of clowns entertaining at hospitals, shopping malls and along parade routes. Such passing performances can consist of sight gags, pocket magic, juggling, and other such visual techniques. In some circumstances brief one-on-one opportunities may present themselves. The focus is on the individual, the child. Use of "kid messages" ("I talked with Santa the other day. . . He said you're doing pretty good. . . but you gotta keep your room a little cleaner [be nicer to your brother, or whatever]". Kids just expect clowns to have an "in" with Santa Claus, and besides, the Moms and Dads listening in will love it! Clowns should always: respect the Colors (flag) as they pass, pay particular attention to handicapped children, stay clear of floats and bands and motorcycle cops, and always accentuate the positive. It's not fun if someone gets (their feelings) hurt. It's easy to get trapped by 50 kids in a corner at the Mall, making balloon animals for 3 hours if you let it happen. Try to leave yourself an exit, excuse yourself, and keep moving! The walk-around is the place to really develop your skills at "kid-talk", and your line of funny patter for the listening adults.

Balloon Sculpture

Balloonology is a never-fail skill for walk-arounds, parties, and shows of all kinds. Buy good, fresh balloons (245's, 260 A's & E's, Apples and Spinners by the gross). Study someone else at work, play your way thru a good little balloon book, and fix in your mind a solid repertoire of 6 to 8 different animals and other balloon creations (hats, flowers, Star Wars swords, etc.) and you'll be set. Students can learn to inflate even those professional 260 E's with a little persistence. After that, it's easy. Never think about defeat - it's in de-hands! (de-feet, get it?)

Balloon patter is <u>punishingly</u> easy. "How do you do that?" - "Real well!". "Do they break often?" - "No, just once." and "Don't your lips get tired?" - "Yes!, but not from making balloon animals!"

Juggling

Juggling is an underrated, overfeared skill by most clowns. It is not difficult to learn. The same investment of time that developed a nice menagerie of balloon animals, will see virtually anyone doing a respectable 3-ball Cascade juggle. A little time spent each day, and a few weeks will provide another repertoire of entertainment skills; several 3-ball variations, 2-in-one-hand, even the famous "eating an apple" trick.

Almost everyone is overawed by juggling. If a clown can do even a couple of variations on the 3-ball Cascade, that will be more than 99.5% of the populace, and they'll be impressed. And if the ball (or better yet beanbags) should drop? No problem. You're a clown! You don't have to be good, you're supposed to be funny; so make it a part of the act.

The International Juggler's Association (IJA) is a vital and growing organization with a significant internal special interest group involved with comedy juggling and clowning. They offer a great annual convention in August where hundreds of juggle bugs gather to "throw up!"

### Ventriloquism

Vent work is part of the act of many performing clowns. The easy opportunity to develop running gags, plays on words, and various kinds of visual and verbal humor is ideally suited to this specialty. Ventriloquism is not really "throwing your voice", but is a simple process of visual distraction and sound substitution. Certainly it takes considerable practice to perfect the techniques and develop smoothly-scripted dislogues, but again, a clown can "get away" with a lower level of skill if necessary, incorporating simple forms of humor, and even using simpler than professional dummies.

Letting the alter ego be your foil (or you his!) can provide fine set-ups for offering more "kid messages" concerning safety, health, good behavior and more. This educative approach to clowning is much appreciated by parents, teachers and other concerned adults in the child's world.

### Unicycling/Roller Skating

For clowns who get heavily involved with parades, especially the long ones, some form of locomotion can be a most pleasant alternative. The little ride-in clown cars are great, but at $2,000 + each, most clowns will still have to ride shank's mare. Unicycling can offer a challenging mode of transport, in addition to new openings for humor. Roller skating, while not nearly as difficult to master can provide a most enjoyable approach to parade work. Uneven pavement, chuckholes, broken glass, manhole covers, and the like can keep it interesting, but a fall can be dramatized as a pratfall and made to appear, as always, as a part of the act. A little skill and some strategically-placed padding can make wheels the only way to clown and travel.

### Props and Skits

Oversize objects of almost any kind can be used as clown props. There are suppliers with giant foam hammers, sandwiches, rocks, lollipops, and much more. However, many funny and acceptable items can be constructed at home. One funny parade prop was a small suitcase, labled plainly, "The Original Rock and Roll". The clown, after gesturing dramatically at the title, opens the case to reveal a large stone and a roll of toilet paper! (Big laugh from the 10 year olds in the crowd - audible boo's from the Dads). Well, it's all in fun.

While skits can be used by two or more clowns along a parade route, they are more commonly used in shows, and of course, in the circus! Wildly exaggerated actions, broad slapstick comedy, and big build-ups to surprise endings are typical of the genre. There are many offerings along these lines in books like Sanders' and Stolzenbergs'. Comedy pratfalls are frequently a part of such action. Practice is required in order to ensure a showy but safe fall. Often, clowns will work out with gymnasts to perfect their pratfall technique.

## Entertaining Children

Whether it be along a parade route, in a hospital room, or during a school assembly with 350 Elementary-aged kids, entertaining children is the clown's pre-eminent calling. Attention to well-scripted patter, use of big bright colors and lots of action/loud noises will help carry the show. Sucker gags, or the "clown/magician in trouble" syndrome; where they think you've blown the trick, but really have them fooled, always go over well. Encouraging audience participation with cheers, votes, and yells adds to the excitement. All movement should be ten times larger than normal. Some experience with mime can help a clown learn to speak with movement, and to say it with the whole body. Much of good children's entertainment will be visual. Momentum must be varied, with highs and lows of interest and excitement throughout the show; and a strong finish, a Miracle! (big magic trick, for example)will be very effective.

Magic should probably be a part of every clown's "bag of tricks". Inexpensive "pocket magic" is ideal for the small group show and for most walk-around use, but for larger shows, bigger magic (or at least bigger props!) will be required. Use of such magic words as "Please and Thank You" are part of the clown's stock in trade.

## The "Business" of Clowning

It will probably be the rare clown who does not decide after some experience with "freebies" that personal satisfaction is inadequate remuneration considering the time and expense involved with putting on clown parties and shows. There is even the possibility for some of securing an agent or booking agency and really getting serious about having fun. Having business cards printed along with getting promotional photos, improved props, deciding how to handle bookings, and a multitude of other minutia will require attention.

It will be a good idea to find out what other performers in the area are charging for similar services, so as to price oneself "in the ballpark". Careful thought should go into just what the program package will consist of; entertainment, magic, balloons, games, contests, prizes, and so on. How far and how much? Decisions as to how to collect payment, scheduling and promotion will all need to be made, and much more. Many will find that semi-professionalism is not for them, as it seems to take the fun out of clowning when it becomes such a business venture. But, for many other, the opportunity to provide a real and appreciated service with an acceptable return on time and effort expended actually increases satisfaction. If altruism and charity prevail over proverbial greed and materialism, your involvement may remain on that admirable community service, or perhaps christian service level. Fantastic! Be sure not to become "holier than thou" to your more mercenary colleagues however. It takes all kinds of clowns to make a world.

## Summary

Clowning has an important role to play among practitioners in the field of recreation. An important function of play leaders is to offer permission for participants to be themselves, to let down, to play! The use of elements from the world of the clown (a silly hat, a little make-up, funny socks or t-shirts, etc.) can provide the needed stimulus for the reluctant child or hesitant adult to become involved. After all, a clown (someone that silly) must be harmless, and fun to be around; and like the "fools and jesters" of old, possess a special brand of wisdom transcending appearances.

Clowning as a recreational and hobbyist pasttime is growing rapidly in the United States. The membership list of COA has tripled in size during the last 5 years indicative of tremendous interest and enthusiasm for this wholesome and altogether wonderful activity.

It would be most appropriate if more instruction were available to recreation professionals, students, and of course to the interested lay public. No one group or category of people have as yet assumed responsibility for promoting and teaching clowning to the world except special organizations like COA. Perhaps recreation could step in and fill that void - teach the world to smile again! For it is still true, and will remain so, All the World Loves a Clown!!

## Bibliography

### Books & Articles


"Becoming Fools for Christ", Time, v. 116, Sept. 1, 1980, p. 52 (2).

Benge, K., The Art of Juggling. World Publications, Mountain View, CA., 1977.

Bridwell, D., Just for Laughs. Abbott Magic Publications, Colon, MI., 1966.

Burgess, H., Circus Techniques. Crowell Co., New York, 1977.

Carlo, (aka Lewis, C.), The Juggling Book. Vintage Books, New York, 1974.

Cassidy, J. & Rimbeaux, B.C., Juggling for the Complete Klutz. Klutz Publication, Inc., Stanford, CA., 1979.

Cohen, S., Just Juggle. McGraw-Hill, New York, 1982.

Davis, J., One Balloon Zoo. Magic, Inc., Chicago, Ill., 1966.

Dittrich, R., Juggling Made Easy. Wilshire Book Co., No. Hollywood, CA., 1976.

Hartisch, W., Introduction to Clowning. Clowns of America, Baltimore, MD., 1973.

Juggle Bug, the., The Joy of Juggling, (2nd Ed.), Juggle Bug, Inc., Seattle, WA., 1979.

"More Clown Around. . .for Cash!", Mother Earth News, May-June, 1982, p. 162 (2).

"Nobody's Fool", Co-Evolution Quarterly, Fall, 1981, p. 86 (3).

Schindler, G., Ventriloquism: Magic with your Voice, David McKay Co., New York, 1979.

Siegel, R., Rubber Ark, Volumes I, II & III, Magic, Inc., Chicago, Ill., 1962, 1964, 1965.

Sikorsky, T., Juggling: The Possible Dream, TAL World-Wide Publications, Inc., Baltimore, MD., 1979.

Sanders, T., How to be a Compleat Clown, Stein and Day Publishers, New York, 1980.

Stolzenberg, M., Clown for Circus & Stage, Sterling Publishing Co., New York, 1981.

Towsen, J.H., Clowns, Hawthorn Books, Inc., New York, 1976.

Weiss, D., & Bryant, B., Follow the Rainbow, Willow Press, Park Ridge, Ill., 1982.


### Periodicals


"Calliope", (Official Publication of Clowns of America, Inc.), P.O. Box 3906, Baltimore, MD., 21222.

"Clown Chatter Magazine", Spielman Bros. Publications, Box 323, Palos Park, Ill., 60464.

"Juggler's World", P.O., Box 29, Kenmore, New York, 14217.

"SourceMonthly" (The Resource for Mimes, Clowns, Jugglers, & Puppeteers), P.O. Box 453, Times Square Station, New York, 10108.

"The Laugh Makers" (A Serious Magazine for Light-Hearted Entertainers), Fun Technicians, Inc., 108 Berwyn Ave., Syracuse, New York, 13210.

# FROM CAMPUS TO CAREER: THE ORIENTATION PROCESS MAY BE THE KEY TO SUCCESS

Mike Vander Griend, Utah State University


## Abstract

Through effective orientation, new recruits will feel more comfortable in their work environments and consequently be more productive employees.


As a recreation professional it is your responsibility to have a well thought out orientation procedure which includes honest recruiting, avoiding "aroundhereisms" and telling recruits what they really want to know. Mr. Bob Carrol, executive vice-president of P.J. Carrol and Company stated that "the orientation process is one of the most neglected personnel procedures. Most people go into a new position with the desire to do well. This is built into our society, but managers don't take advantage of it; the Japanese do, which is why they are out-producing us." (Management Review, 1981)

While a student at Oregon State University, I saw a cartoon in a campus newspaper which quite humorously, but accurately depicted the progressive personality developments of the typical college student. The first frame portrayed a frightened freshman in an almost fetal pose. From the second frame stared an arrogant sophomore wearing an ascot scarf and puffing on a pipe. The junior king was pictured in frame three. Visualize, if you will, a serene and self-assured junior staring out from under a regal head piece. Obviously the junior student was on top. He certainly knew more than the lowly freshman and the egotistical sophomore but did not have the worry of the senior. The junior had one more year in college before entering the REAL WORLD. But the reason I still remember this cartoon was the final frame which portrayed the senior looking exactly like the freshman: slumped over, scared, nervous.

It is with these underconfident traits that many recent graduates and new employees come to you, the supervisor. Your careful orientation will give new employees a sense that they are really valuable. It begins with the employee/employer relationship on a positive note. Effective orientation reduces anxiety levels commonly caused by a new or changed work setting. Also, through successful orientation the employees are far more likely to understand the company's relationship between its market and customer, thereby having a more complete picture of management problems.

Unfortunately, an orientation not carefully planned may actually have an opposite effect. When new or transferred employees attend an orientation, they will have many questions on their minds. (See figure 1.)

If they leave the orientation with most of these questions still unanswered, there may be employee uneasiness, withdrawal, conflict and reduced commitment. And, of course, there is a real possibility of employee turnover. (See figure 2.) Research has shown that successful orientation programs incorporate the following concepts.

### Provide An Honest Picture Of The Job

Important orientation may begin even before the person is on the job. When recruiting at colleges, supervisors should shift from selling the job to developing the best person-job fit. Unfortunately, in their zeal to hire, supervisors sometime do not disclose the job's less enjoyable aspects. However, new personnel would be able to better evaluate their interest in the job if they knew beforehand that the job description may include working nights, putting up with little league parents and other "interesting challenges" found in introductory recreation positions. I have appreciated those professional practitioners who have talked to my Introductory Recreation classes and have been honest about their work. Students have come away from those informative discussions with a more complete picture of the profession.

### Tell Them What They Really Want To Know

Most orientation programs concentrate on benefits and company products. What the employee really wants to know is, "How am I going to be a success around here?"

"Time spent on going over the rules could better be spent on a mutual understanding of what the new employee is suppose to do and how well it is suppose to be done..." (Truell, 1981)

### Avoid Jamming All Orientation, Especially Detailed Information, Into One Session

"Invariably the new employee forgets the majority of it early if the orientation is technical and detailed." (Tauber, 1981) Orientation should be a continuing process lasting upwards of six months. Supervisors should designate specific times to discuss with the employee his or her progress.

### Pick The Right Supervisor To Orientate

Make sure that the supervisor you pick for orientation relates well with the new recruit. Too often the training process is done by older, dispensible first line supervisors. Some feel resentful towards those upstarts who may take their jobs. Those supervisors that are too involved in the daily management process to show the new kid around are exactly the people to best do the job. Upper level management must insist that these superior employees are given time off from their responsibilities to help in the orientation process.

### Co-Author The Job Description

Sit down with the new employee and mutually agree upon a standard of excellence in the job. Having both sides give input will clarify the goals and objectives of the supervisor and the employee.

### Avoid Aroundhereisms

The new employee who is enthusiastic and wants to excel may be told by more experienced employees to slow their productive output and fall into line. Many new recruits become disillusioned and underexcel. If supervisors tell new recruits to disregard rumors, take initiative

in communication, and get to know management personnel, aroundhereisms may be avoided.

## Protect New Employees

Unproductive aroundhereisms may be reduced if new recruits are "protected" by supervisors. "Until employees have learned the ropes of their positions in their own work group, socialiazation ran more smoothly when the supervisors "ran interference" for them with other work groups.

## "Refuse To Accept Conventional Answers To Why Some People Don't Seem To Care About Their Work." (Streicher, 1982)

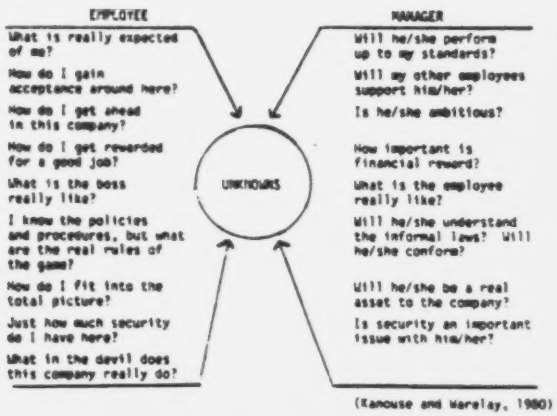
Supervisors should show entry level employees why their jobs are important. Involve and excite the employees by letting them participate in as many decisions as possible. If the supervisor is dedicated and enthusiastic, generally the employees will also be.

## Give High Priority To Human Relations During Orientation

Become interested in the new employee as a whole person. The successful supervisor is the one who is genuinely concerned about the recruit's goals, aspirations and family background. Also, an honest disclosure of abilities, fears and concerns on both sides will help ease the first tension-filled weeks. How often "do professionals stand back and ask what are the average ages of these people, where do they come from and what are their work and personal relationship values?" (Tauber, 1981) Not often, and the humanistic approach in orientation is lost.

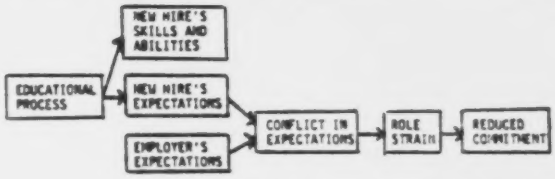
Successful orientations concentrate on an exploration of the organizations resource policies concerning training and development, promotion, compensation and performance evaluation. The orientation gives previews of the types of jobs new hires are likely to obtain during their first two years and directly trains recruits in job specifics. Successful orientations avoid giving recruits too much paperwork and "Mickey Mouse" assignments. Instead, supervisors encourage a two-way dialogue with the recruits, asking pertinent questions and answering the newcomers needs. After all, "orientation is more than 'getting to know you'. It's providing reasons to stay." (Management Review, 1981)

Figure 1.


EMPLOYEE
What is really expected of me?
How do I gain acceptance around here?
How do I get ahead in this company?
How do I get rewarded for a good job?
What is the boss really like?
I know the policies and procedures, but what are the real rules of the game?
How do I fit into the total picture?
Just how much security do I have here?
What in the devil does this company really do?
MANAGER
Will he/she perform up to my standards?
Will my other employees support him/her?
Is he/she ambitious?
How important is financial reward?
What is the employee really like?
Will he/she understand the informal laws? Will he/she conform?
Will he/she be a real asset to the company?
Is security an important issue with him/her?
UNKNOWNS

(Kanouse and Warelay, 1980)

Figure 2.
A Model Of New Hire-Employer Conflict In Expectations




(Brief, 1982)

## Bibliography


Brief, A.P. Undoing the educational process of the newly hired professional. Personnel Administrator, 27, 1982, pp 55-58.

Himes, B.K. Start employees with favorable feelings. Supervision, 41, 1979, pp 12-14.

Kanouse, D.N. and Warelay, P.I. A new look at employee orientation. Training and Development Journal, 34, 1980, 34-36.

Streicher, S. Teaching a caring attitude. Supervisory Management, 27, 1982, pp 21-25.

Tauber, Mark S. New employee orientation: A comprehensive systems approach. Personnel Administrator, 26, 1981, pp 65-69.

Truell, George F. Tracking down the aroundhereisms, or how to foil negative orientation. Training and Development Journal, 1982, pp 21-25.

Why it pays to put new employees at ease. Management Review, 70, 1981, pp 5-6.

# TECHNIQUES OF EFFECTIVE PUBLIC SPEAKING

Craig W. Kelsey

"I know that you believe you understand what you think I said, but I'm not sure you realize that what you heard is not what I meant." How many times have you been asked to speak and you've said to yourself, "Why did they ask me? I'm not a very good speaker, and anyway I don't have anything to say." Well, the fact of the matter is: You are an excellent public speaker and you do have a tremendous amount of pertinent and critical information to relay -- the problem is you just didn't realize that you can do it.

Those in our profession are expected to be full of energy, enthusiasm and excitement and, when asked to present a public address, we are expected to do a first-rate job. So what holds us back? Just a few basic fundamentals that are easy to recognize and even easier to learn. Let's start with some fundamentals of public speaking that we should avoid, and by simply avoiding these errors we can increase our public speaking effectiveness markedly.

## "THE DON'TS"

As you read this, a few of the don'ts will apply to you directly. Don't get "uptight;" I didn't see your last public speaking engagement. These are common problems that almost everyone has experienced at one time or another.

1. The first sentence that you utter is an apology for being such a poor speaker. That is not the way to start a speech.

2. When you get in front of all those eyes, you forget who you are and become an unnatural, rigid and bored mannequin and you do not act like yourself.

3. Because you are so nervous, you start to read your speech. Did you know that when you read more than four sentences in a row, 85% of the audience just tuned out?

4. As you're speaking, you forget what you are doing so you start making all kinds of diverting mannerisms, such as "playing with coin change in your pocket, twirling your eyeglasses in your hand, or express a whole deluge of 'ahs,' 'ohs,' and 'ums.'"

5. Even though they have asked you to speak, that does not mean that they want to hear about you from you. Eliminate the "I" syndrome.

6. Lastly and most damaging is to go into the speaking assignment with a negative attitude about yourself, your topic and your audience. This negative attitude is equivalent to taking a suicide pill while you're being introduced.

## "THE DO'S"

All right, now I've told you everything that's the matter with your public speaking approach and you feel worse now than when you started to read this paper. That's okay -- you will feel better when you realize how easy it is to adopt the following "do's" of public speaking.

1. Your voice -- no, nothing's the matter with the sound of it, just the way you use it. Here are four keys that can turn you into a master spokesman instantly.

   a. Intelligibility of voice: "Speak clearly" and, as your deaf aunt told you, "Speak up."

   b. Variety in voice: Frequently change the pitch in your voice from low to high; it climatizes bordom. Alter the duration or length of time it takes to pronounce each word; this increases the mood. By maintaining a variety in your rate or speed you speak, you can change the emotion of your speech. Pauses or intervals of silence appropriately placed will increase suspense and emphasis.

   c. Rhythm in voice: Don't forget to stress certain words and also the tempo or sense of change; both will add life to what you say.

   d. Voice quality: Pay attention to what the character of your voice is saying to the audience: anger, happiness, confidence, fear, sadness, etc.

2. Your language -- no, I am not referring to the "locker room" language, but to the understandability of your words. Again, there are four key elements:

   a. Accuracy: What does "broken the hickey on the hootenanny and needing a new thing'ma-jig" mean anyway?

   b. Simplicity: Lincoln said, "Speak so that the lowly can understand you, and the rest will have no difficulty."

   c. Reiteration: Your words literally disappear after you speak them, so reiterate the important ones.

   d. Coherence: Using words like "to summarize" or "in contrast" allows your audience to follow the structure of your speech with much greater coherence.

3. Your body -- once again, I am not taking "potshots" at a small "spare tire" around the waist, but the use of your body in the speech delivery process. Yes, again there are four key elements:

a. Proxemics: This unusual word means to consider the physical space you have to move in and the distance that you are from the audience. Generally, get all barriers out of your way (podium) and get as close to your audience as you can.

b. Facial expression: Your face communicates how you feel; it tells how to interpret what you are saying and it establishes a visual bond with the audience. So, look at your audience and be expressive.

c. Gestures: Purposeful movements of your head, shoulders, arms, hands can draw pictures for your audience that are as meaningful as what you say.

d. Stance: "I am tense and afraid" or "I am interested in you" are relayed by how you stand. So relax and have your stance by a natural reflection of what you are saying.

4. Imagery -- This is a real key in making your presentation come alive right in front of the audience. There are several types of imagery and utilizing one or more of these techniques is fundamental.

a. Visual: Try and make you audience see the objects or situations you are describing.

b. Auditory: Make the audience hear not only what you say, but also the sounds which you are describing.

c. Gustatory: Help your audience imagine the taste of what you are describing.

d. Olfactory: Help your audience smell the odors connected with the situation you describe.

e. Tactual: Try to have your audience sense the texture, shape, pressure, heat, cold of what you describe.

f. Kinesthetic: This type of imagery is useful in describing or picturing sensations of muscle strain and movement.

g. Organic: Hunger, dizziness, nausea -- these are a few of the feelings organic imagery calls up.

## "WHAT I SAY VERSUS HOW I SAY IT"

Now I must tell you about a most unfortunate and displeasing and rather constant research finding -- "It is more important <u>how</u> you say it rather than <u>what</u> you say." That's right, most audiences only listen to the content of a speaker who performs in an interesting and entertaining manner. This is of obvious importance to a public speaker -- if he wants people to listen, he must become very serious about the "do's" of public speaking. However, let us not carry this information too far -- you do have to say something when you give a public speech. So, how can I prepare the content of my speech coupling it with the delivery so that it will have a "double-punch" effect. Well, the answer to this problem is again rather simple: You must just "know" the fundamentals of the "Motivated Sequence." This sequence is based upon the psychological process of the normal thinking pattern of your audience. If we can design the content of the speech in direct line with the way the audience thinks, it is much easier to have a quality impact upon your listeners. The "Motivated Sequence" consists of five stages and is outlined below:

1. Attention Step: Get the listener's attention <u>immediately</u>.
   a. by referring to the subject of the speech.
   b. by referring to the occasion of the speech.
   c. by providing a personal greeting.
   d. by asking a rhetorical question.
   e. by making a startling statement.
   f. by relaying a powerful quotation.
   g. by telling a humorous anecdote.
   h. by painting an interesting illustration.

2. Need Step: Get the listeners to feel a need to hear you.
   a. by stating the need.
   b. by illustrating the need.
   c. by relaying the ramifications of the need.
   d. by pointing the need right at the listeners.

3. Satisfaction Step: You make clear that your message can resolve the need or bring satisfaction.
   a. Present solution in statement form.
   b. Make clear explanation of solution.
   c. Provide a theoretical demonstration of the solution.
   d. Provide practical experience of success.

4. Visualization Step: Help the listeners visualize themselves projected into the future, succeeding using your solution.
   a. by positive visualization -- success.
   b. by negative visualization -- failure.
   c. by contrasting the negative and the positive -- first failure, then success.

5. Action Step: Move your audience to action by:
   a. challenging the audience.
   b. summarizing major points.
   c. quoting a moving statement of action.
   d. illustrating action.
   e. a statement of inducement.
   f. a statement of personal intention.

## "MY ACTION STEP"

Well, now it's my turn to cause you to move to action -- that is, to use the above information the next time you are asked to speak. So, to help you integrate the main points of this paper, let me present a chart that you may use in preparing for that next speaking engagement. Listed down the left side of the chart is the "motivated sequence" which will assist you in developing the <u>content</u> of the speech and should be followed as you outline <u>what you will say</u>. Across the top of the chart are the primary "do's" of public speaking which can serve as a checklist concerning the <u>process</u> of the speech and should be followed as you develop <u>how you will</u> present the content of your speech.

*CONTENT-PROCESS CHART*

| | VOICE | | | | LANGUAGE | | | | BODY | | | | IMAGERY | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | INTELLIGIBILITY | VARIETY | RHYTHM | QUALITY | ACCURACY | SIMPLICITY | REITERATION | COHERENCE | PROXEMICS | FACIAL EXPRESSION | GESTURES | STANCE | VISUAL | AUDITORY | GUSTATORY | OLFACTORY | TACTUAL | KINESTHETIC | ORGANIC |
| ATTENTION STEP | | | | | | | | | | | | | | | | | | | |
| Subject Reference | | | | | | | | | | | | | | | | | | | |
| Occasion Reference | | | | | | | | | | | | | | | | | | | |
| Personal Greeting | | | | | | | | | | | | | | | | | | | |
| Rhetorical Question | | | | | | | | | | | | | | | | | | | |
| Startling Statement | | | | | | | | | | | | | | | | | | | |
| Powerful Quotation | | | | | | | | | | | | | | | | | | | |
| Humorous Anecdote | | | | | | | | | | | | | | | | | | | |
| Interesting Illustration | | | | | | | | | | | | | | | | | | | |
| NEED STEP | | | | | | | | | | | | | | | | | | | |
| Stating Need | | | | | | | | | | | | | | | | | | | |
| Illustrating Need | | | | | | | | | | | | | | | | | | | |
| Ramification | | | | | | | | | | | | | | | | | | | |
| Pointing Process | | | | | | | | | | | | | | | | | | | |
| SATISFACTION STEP | | | | | | | | | | | | | | | | | | | |
| Solution Statement | | | | | | | | | | | | | | | | | | | |
| Solution Explanation | | | | | | | | | | | | | | | | | | | |
| Demonstration | | | | | | | | | | | | | | | | | | | |
| Success Statement | | | | | | | | | | | | | | | | | | | |
| VISUALIZATION STEP | | | | | | | | | | | | | | | | | | | |
| Positive Visual | | | | | | | | | | | | | | | | | | | |
| Negative Visual | | | | | | | | | | | | | | | | | | | |
| Contrasting Visual | | | | | | | | | | | | | | | | | | | |
| ACTION STEP | | | | | | | | | | | | | | | | | | | |
| Challenge | | | | | | | | | | | | | | | | | | | |
| Summary | | | | | | | | | | | | | | | | | | | |
| Quotation | | | | | | | | | | | | | | | | | | | |
| Illustration | | | | | | | | | | | | | | | | | | | |
| Inducement | | | | | | | | | | | | | | | | | | | |
| Intention | | | | | | | | | | | | | | | | | | | |

Well, it's hard to say goodby, but it's time for both of us to move on, so let me close by quoting Waldo W. Branden:

"We communicate not by what we are, but by what listeners understand.
We communicate not by what we intend to say, but by what listeners see, hear and are willing to accept.
We communicate not by what we say, but by what listeners hear."

# OUTDOOR ADVENTURE LEADERSHIP: A STUDY OF CURRENT ISSUES FACING THE PROFESSION

Alan Ewert Ph.D., Appalachian State University
William Johnson, University of Wisconsin-LaCrosse

## Abstract

With the tremendous growth in outdoor experiential programs, outdoor leadership has become a widely debated subject. Conceptualizations such as what is outdoor leadership, is there a basic core of essential components inherent in outdoor leadership and how should outdoor leaders be trained, are topics currently being discussed through-out the United States and Canada. This study sought to provide a national consensus of opinion on many of the salient issues currently being addressed in the area of outdoor leadership.

## Introduction

Outdoor leadership has become a growing concern for many experiential education organizations. With an increasing emphasis on factors such as certification of outdoor leaders, liability concerns, and the quality of programs, experiential education organizations that have an outdoor component in their programs will eventually have to address these factors or face the very real possibility of losing control of the situation to other groups such as state legislatures, private firms, or insurance companies.

Currently, there exists a number of organizations which are directly involved with outdoor leadership, three of which are recognized on a national scale. These organizations are the National Outdoor Leadership School (N.O.L.S.), Outward Bound (O.B.), and the Wilderness Education Association (W.E.A.). There also exists a plethora of outdoor leadership courses offered through various colleges and universities. Many of these organizations have developed a set of philosophies and methodologies which they believe to be the most appropriate. These beliefs are usually as firmly entrenched as they are divergent, which often leads to factionalism and a lack of communication between the groups and within the broader context of outdoor leadership. This factionalism has resulted in a reactive rather than proactive set of perceptions, with organizations reacting to one another rather than indulging in creative innovative programming.

Literary efforts which have investigated the field of outdoor leadership have primarily dealt with peripheral topics such as curriculum development and competencies, and have shed some light on the current developments with respect to definitions, training schemes, or leadership within the ranks of outdoor leaders (Swiderski, 1981; Green, 1981; Senosk, 1977; Easther, 1979; Cousineau, 1977; and Buell, 1980). Other works, Meier, et. al. (1980), Rodgers (1979), James (1980) Darst and Armstrong (1980), have helped describe many of the varied characteristics of outdoor leadership. Although these works have made a positive contribution to the field, they have been characterized by a distinct regionalism due to the populations surveyed, with a definitive void in any nationally-based consensus of the topics discussed in this study.

## The Study

This study, conducted under the auspices of Outdoor Research, Inc., sought a national consensus of opinion on the meaning of outdoor leadership, the direction that the field seems to be headed, and what role professionals in the field of experiential education can hope to play. Additional information was sought on the topics of certification, information dispersal, and leadership within the field.

## Methodology

A ten item questionnaire was developed to address outdoor leadership issues. The open-ended question format was employed. It was hoped that while there would be some loss of control, (e.g. interpretation of the questions), the greater freedom would generate a more honest answer. Respondents were chosen from lists of outdoor leaders drawn from previous work experiences, past studies, and nationally-based periodicals. An initial questionnaire was pilot-tested at the NRPA convention held in Spokane, Washington in May of 1982. In June of 1982, a revised questionnaire was sent to 54 selected individuals across the United States and Canada. A total of 35 people answered the questionnaire with replies being tabulated according to the number of people responding and the percentage of total response. Essay answers were subjectively grouped according to the major inferences made by the respondents. Appropriate descriptive statistics were applied to provide a clearer picture of each set of responses. In an effort to further clarify each set of data, brief interpretive statements were generated for each set of replies. The design of the questionnaire followed that advocated by Roth (1981).

## Results

Upon viewing the results of this study several factors should be taken into consideration. With respect to the demographic data, 37% of the respondents lived or worked in the Pacific Northwest (i.e. WA and OR). Consequently the population was skewed toward Pacific Northwest ideas and attitudes. Forty-one per cent represented universities or colleges. Please bear in mind that any conclusions drawn from this study should be viewed in light of a relatively small sample size (N=35) and the inherent limitations of a survey type instrument (i.e. interpretation of the questions and willingness to respond being two of these problems).

## Discussion and Summary

Outdoor leadership is a multi-faceted field involving a variety of philosophies and programming skills. Despite the apparent fact that there appears to be little communication between outdoor leaders from different organizations, some commonalities are apparent. These commonalities would include: a directional definition, a basic core of essential components of leadership, and approaches to training. In this study, definitive consensus was reached concerning the lack of a current acceptable certification organization for outdoor leaders and an absence of communicative devices such as journals or periodicals representing the field of outdoor leadership. There is also considerable confusion regarding who are the recognized leaders in the field of outdoor leadership. These trends would seem to

indicate a general lack of overall cohesiveness in the field. The reasons for this separateness have yet to be explored, but if the field of outdoor leadership is to avoid danger from factionalism then efforts should be expended in researching this area. Results of this study have suggested that while there is general agreement concerning some essential components in outdoor leadership, the field appears broken up into several isolated camps which seem unable or unwilling to accept differing points of view.

As previously stated, this current situation may have been created by a problem of communication. Individuals and organizations in the field of outdoor leadership should consider adopting the practice of networking, by establishing a series of effective communication linkages between the various organizations. It is suggested that these linkages can be expanded by the following methods:

1. Institution of a periodical devoted to the field of outdoor leadership.
2. Establishment of a group of individuals representing the major groups involved in outdoor leaders, including providers, consumers, and managers.
3. Continued support toward research and publication in the field of outdoor leadership.
4. An examination of leadership concerns as practiced by other disciplines such as the federal/state/governments, the military, sociology, psychology, and business.
5. Existing organizations such as the National Recreation and Park Association (NRPA), environmentally oriented groups like the Sierra Club, the New York State Outdoor Education Association (N.Y.S.O.E.A.) and Association for Experiential Education (A.E.E.), become further involved in the field of outdoor leadership. This study could possibly be established by the formation of outdoor leadership institutes. These institutes could be designed to not only address the activities common to outdoor leadership situations but also the philosophical and sociological foundations.

Quite possibly only after such links are established, be they conferences, recognized periodicals or other means, can a truly national consensus be reached on a variety of important issues in the field of outdoor leadership.

References


Buell, Larry. Competency-based outdoor leadership project. Institute for Environmental Awareness, Inc., Greenfield, Massachusetts, 1980.

Cousineau, C. A delphi consensus on a set of principles for the development of a certification system for educators in outdoor adventure programs. Unpublished doctoral dissertation, University of Northern Colorado, 1977.

Darst, P. and Armstrong, G. Outdoor Adventure Activities for School and Recreation Programs. Minneapolis: Burgess Publishing Company. 307 pages, 1980.

Easther, R.L. Assessment and selection of outdoor adventure activity leaders - a comparison of methods. Unpublished master's thesis, University of Oregon, 1979.

Green, P. The content of a college-level outdoor leadership course for land-based outdoor pursuits in the Pacific Northwest: A Delphi consensus. Unpublished doctoral dissertation, University of Oregon. 1981

James, T. Education at the Edge. Denver: Colorado Outward Bound School. 137 pages, 1980.

Meier, J., Morash, T., and Welton G. High Adventure Outdoor Pursuits. Salt Lake City: Brighton Publishing Company. 232 pages, 1980.

Rodgers, R. Leading to Share-Sharing to Lead. Quebec: Outdoor Educators of Ontario.

Roth, R. How to Conduct Surveys, Follow-Up Studies, and Basic Data Collection in Evaluation Studies. Washington D.C.: University of Press of America, Inc. 120 pages, 1981.

Senosk, E. An examination of outdoor pursuits leader certification within the United States in 1976. Master's Thesis, University of Oregon, 1977.


ORI
OUTDOOR RESEARCH INC

SUMMARY OF A NATIONAL OUTDOOR LEADERSHIP SURVEY
SPRING/SUMMER 1982

## RESPONDENT'S CHARACTERISTICS

SEX: 83% MALE (29)
11% FEMALE (4)
6% UNIDENTIFIED (2)

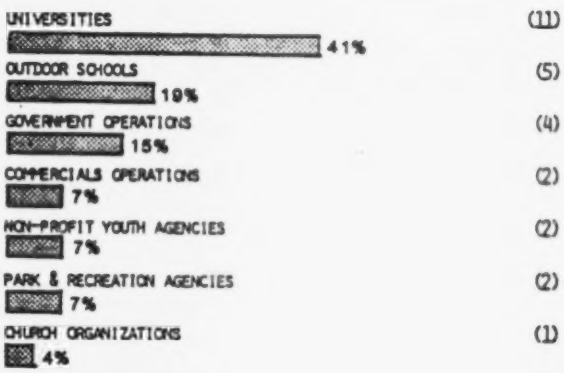
AGE: 35.5 YEARS MEAN (25-66 YRS.)

EDUCATION: 17.6 YEARS MEAN (15-20 YRS.)

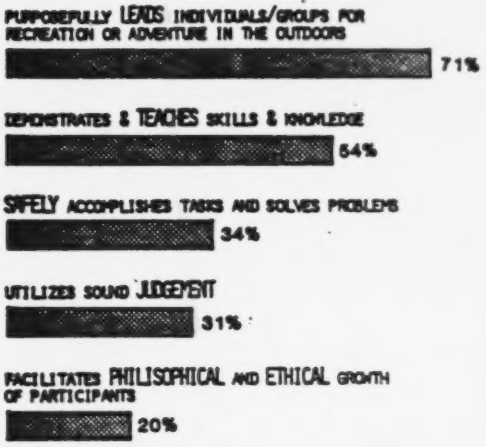
LEADERSHIP: 14.2 YEARS MEAN (4-42 YRS.)

LOCATION: 16 STATES

ORGANIZATIONS REPRESENTED:

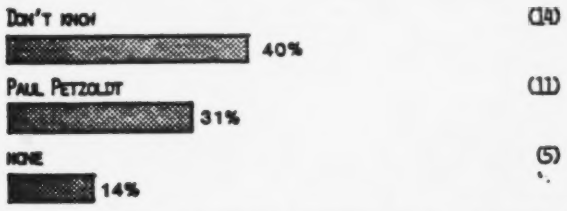


## WHAT DOES OUTDOOR LEADERSHIP MEAN TO YOU?


PURPOSEFULLY LEADS INDIVIDUALS/GROUPS FOR RECREATION OR ADVENTURE IN THE OUTDOORS (25) 71%
DEMONSTRATES & TEACHES SKILLS & KNOWLEDGE (19) 54%
SAFELY ACCOMPLISHES TASKS AND SOLVES PROBLEMS (12) 34%
UTILIZES SOUND JUDGEMENT (11) 31%
FACILITATES PHILISOPHICAL AND ETHICAL GROWTH OF PARTICIPANTS (7) 20%

Note: Subjective key words and phrases were selected in order to categorize the data into the five statements presented.

## WHO ARE THE CURRENT RECOGNIZED LEADERS IN THE FIELD OF OUTDOOR LEADERSHIP?

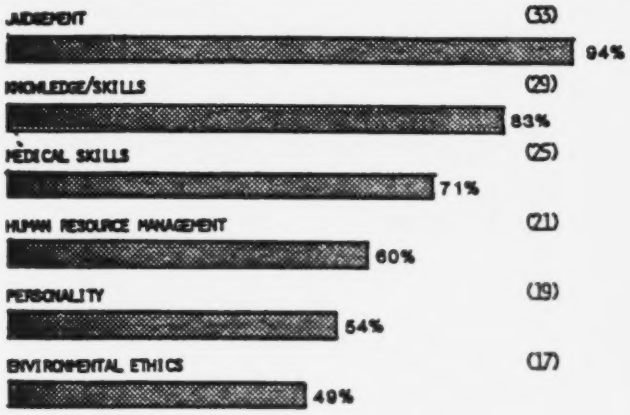



Note: There appears little consensus in the identification of recognized leaders in the field of outdoor leadership.

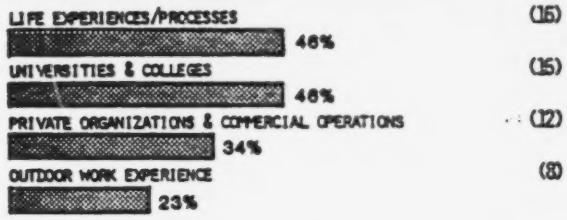
## IS THERE A BASIC CORE OF ESSENTIAL COMPONENTS TO OUTDOOR LEADERSHIP?

Note: The data was subjectively categorized into the components listed.

## WHAT ARE THESE COMPONENTS?

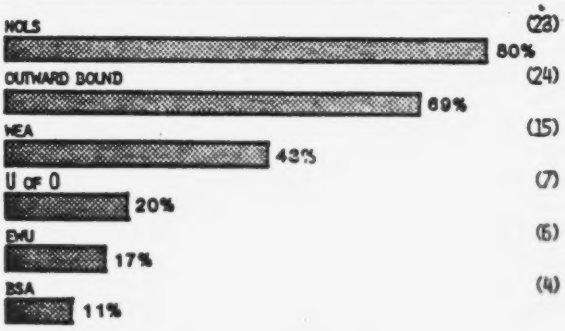



## WHERE SHOULD OUTDOOR LEADERS RECEIVE THEIR TRAINING?


LIFE EXPERIENCES/PROCESSES (16) 46%
UNIVERSITIES & COLLEGES (16) 46%
PRIVATE ORGANIZATIONS & COMMERCIAL OPERATIONS (12) 34%
OUTDOOR WORK EXPERIENCE (8) 23%

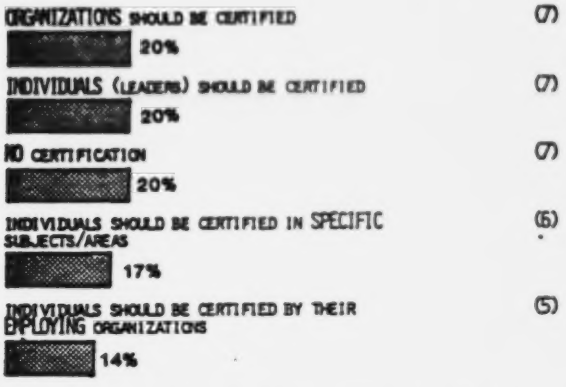
Note: While this may have been a leading question, given the large number of universities and colleges responding to the questionnaire, life experiences were rated as equally important places to receive training.

## WHAT AGENCIES/ORGANIZATIONS ARE YOU AWARE OF THAT TRAIN OUTDOOR LEADERS?



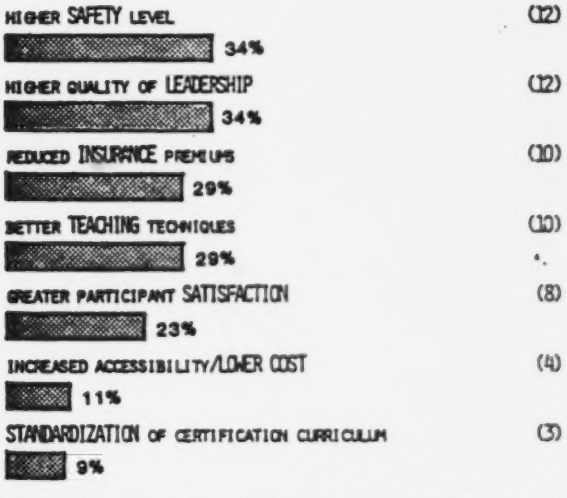

Note: The data indicate three widely recognized school, Outward Bound and the Wilderness Education Association. The two universities listed may reflect the Pacific Northwest bias originally described. Mean rank scores should be viewed cautiously taking into account frequency of reply and "vested interests". Interestingly, the three groups with adequate numbers of replies had similiar middle range rankings. Combining the three organizations yielded a mean ranking of 6.18 for the training received.

- **WHAT IS YOUR OPINION OF CERTIFICATION?**


ORGANIZATIONS SHOULD BE CERTIFIED (7) 20%
INDIVIDUALS (LEADERS) SHOULD BE CERTIFIED (7) 20%
NO CERTIFICATION (7) 20%
INDIVIDUALS SHOULD BE CERTIFIED IN SPECIFIC SUBJECTS/AREAS (6) 17%
INDIVIDUALS SHOULD BE CERTIFIED BY THEIR EMPLOYING ORGANIZATIONS (5) 14%

Note: The respondents as a group did not achieve any consensus toward certification. The data appeared to accurately reflect the disparity of the certification issue.

- **WHAT INCENTIVES WOULD MAKE A NATIONAL CERTIFICATION PROGRAM ACCEPTABLE?**

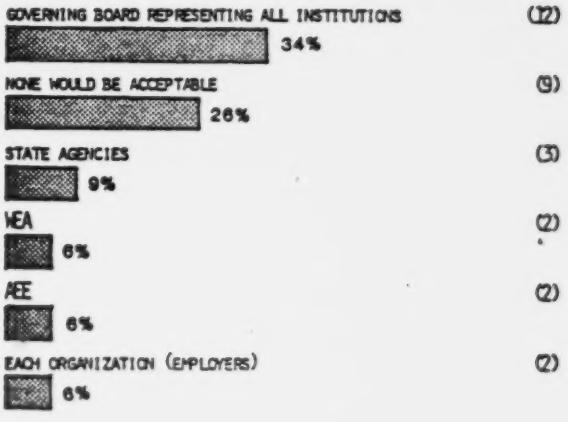

HIGHER SAFETY LEVEL (12) 34%
HIGHER QUALITY OF LEADERSHIP (12) 34%
REDUCED INSURANCE PREMIUMS (10) 29%
BETTER TEACHING TECHNIQUES (10) 29%
GREATER PARTICIPANT SATISFACTION (8) 23%
INCREASED ACCESSIBILITY/LOWER COST (4) 11%
STANDARDIZATION OF CERTIFICATION CURRICULUM (3) 9%

Note: The responses indicated the possibility of a leading question. Little consensus or agreement was apparent.

- **WHAT PERIODICALS OR PUBLICATIONS ARE MOST VALUABLE TO OUTDOOR LEADERS?**

Note: The respondents indicated that no one publication is a major source of information to outdoor leaders. The response to this question may have reflected the large number of universities and colleges represented.

- **IF CERTIFICATION WAS EMPLOYED, WHAT WOULD BE AN ACCEPTABLE CERTIFYING BODY?**


GOVERNING BOARD REPRESENTING ALL INSTITUTIONS (12) 34%
NONE WOULD BE ACCEPTABLE (9) 26%
STATE AGENCIES (3) 9%
NEA (2) 6%
AEE (2) 6%
EACH ORGANIZATION (EMPLOYERS) (2) 6%

Note: A "comprehensive governing board" ranked closely with "no acceptable certifying body" indicating a wide divergence of viewpoints. Present certifying agencies were considered acceptable by relatively few respondents.

- **WHAT ORGANIZATION/AGENCY OR PROFESSIONAL BODY BEST REPRESENTS PROFESSIONALS IN THE FIELD OF OUTDOOR LEADERSHIP?**

Note: There appears to exist a lack of organizations/agencies adequately representing outdoor leaders.

# ADDING YOUTH ADVENTURE PROGRAMS TO MUNICIPAL RECREATION

Michael Huffman, Dale Cruse, University of Utah


## Abstract

Opportunities for participation in adventure programs continue to be limited to a relatively small percentage of the population. Municipal recreation departments have the potential for increasing such opportunities for participation in outdoor adventure activities.

The purpose of this article is to lay out a series of guidelines which will hopefully be helpful in the planning and implementation of new municipal outdoor adventure programs.


## Introduction

It has been stated that adventure is an integral part of the growing-up process and that youth will instinctively seek it. If this need for adventure is not satisfied by activities that benefit the individual physically, socially, and emotionally; then it will be satisfied by activities of a lower quality, many of which are socially unacceptable (Cousineau, 1978).

Today, there are various private and non-profit organizations that offer a wide variety of adventure programs. These programs typically offer activities such as mountaineering, white-water boating, skin and scuba diving, survival skills, and other natural challenge activities. However, these organizations reach only a small percentage of the population. Meier states that municipal recreation agencies have not offered much in the area of high adventure programs (Meier, 1978). This is unusual in that these agencies often have the vehicles, funds, and personnel needed to operate successful outdoor adventure programs.

The use of such adventure programs can possibly provide many positive influences on adolescents, for example:
- Most adventure programs provide the participants with the opportunity to cooperate with one another and to work as a group.
- Because these activities occur in the out-of-doors, the participant's awareness and appreciation of the natural environment can be enhanced if a positive experience is provided.
- Many of the activities such as climbing and white-water canoeing are of a nature in which personal challenges must be met. These activities can improve the participant's self-confidence and increase his or her self-concept (Cousineau, 1978).

## Planning - The Key To Program Success

One of the first steps in planning an outdoor adventure program is to analyze the different geographic areas within your region. Look for areas where the greatest number of activities can occur with the least amount of travel. Areas that have rivers or lakes for canoeing, established backpacking trails, and rock cliffs for climbing, are ideal.

Of particular importance, is the type of agency (federal, state, local, or private) that administers the area, for this will effect your program in several ways:
- The size of the groups that will be permitted in the area.
- The type of activities that will be allowed.
- The mode of transportation that will be permitted in the area.

You should also check to see if these agencies offer special programs of which you can take advantage, either on a regular basis or as alternatives, if weather should cancel a program of your own. For example, agencies such as the U.S. Forest Service, state parks, and the National Park Service offer special interpretive programs in the form of campfires, slide shows, nature walks, and cavern tours.

## Obtaining Equipment

There are several alternatives in planning for the equipment that will be needed. It may be feasible to borrow the equipment from other organizations. Groups such as Boy Scout Troops, outing clubs, and youth service organizations may loan equipment in exchange for a special service such as instruction in arts and crafts or the use of a special facility, such as a swimming pool.

If borrowing the equipment is not possible, many organizations will rent equipment as a means of fund raising, and many large cities have outdoor shops that rent equipment. Other possibilities include renting from colleges, universities, and private schools.

Finally, there is the option of purchasing. If you plan to continue to offer outdoor programs, this may be your best choice. By purchasing your own equipment, you are guaranteed its quality, availability, and that is the right type for your purposes.

## Obtaining Qualified Program Leaders

Having decided on the area, activities, and equipment, the next step is the hiring of personnel. Many factors that should be considered include:
- Do the applicants have adequate experience both in working with youth and in leading outdoor experiences? Will they provide safety for both the participants and the fragile environment in which they will be working?
- Are the applicants certified in the areas that relate to the program? If water-related activities are planned, do they have Red Cross Life Saving and Water Safety Instructor Certification? Are they certified in Small Craft and Boat Usage?
- Make sure that the members of the staff are certified in at least Red Cross Advanced First Aid or that they are Emergency Medical Technicians. They should also be trained in American Heart Association Cardio-Pulmonary Resuscitation (CPR).
- In addition, some members of your staff may need a special chauffeur's license.

Finally, will the members of your staff be able to relate to the participants in a positive manner? In other words, will they be good leaders? This is essential to your program's success. Kraus, Carpenter, and Bates list the following characteristics as the attributes of a good leader:
- The ability to work effectively with others.

- The ability to think clearly, analyze problems, and arrive at intelligent conclusions.
- The ability to communicate effectively with others both verbally and in writing.
- To be knowledgeable in the area of group dynamics.
- To possess a high level of motivation, and to be a self starter.
- To have the ability to make difficult decisions and then stand by them.

- To have the ability to delegate responsibility to others.
- To recognize the basic conviction of human dignity and worth in other individuals (Kraus, et al, 1981)

### Scheduling Activities

Once the personnel have been selected, the itinerary and daily schedule of activities can be planned. In scheduling the activities, you should keep in mind the following:
- Consider the participants' level of expertise. Do not over or under challenge them.
- Consider the participants' physical, mental, social, and emotional needs for their relevant ages.
- Finally, the program should be sufficiently flexible to permit adaptation to varying situations.

### Make Information Available

Having scheduled the daily activities, you are almost ready to begin promotion of the program. An information sheet for the parents is an excellent way to ensure that all of the details of the program are presented. These information sheets should:
- Be legible,
- Tell where the group will be on any given day and how it can be reached in case of an emergency.
- List the equipment and clothing needs for the trip.
- Identify the qualifications and job experience of the program leaders.

Along with the information sheet to the parents, you should develop an application/health information form to accompany it. This form should provide you with the following information concerning the participants:
- Name, address, phone number, age, and the person to contact in case of an emergency with his/her address and phone number.
- The participant's physician, his office, phone number, and physician's hospital phone number.
- A recent history of immunizations and a history of illnesses.
- Whether of not the participant is currently on any medication. If so, the reason for the medication should be explained along with the prescribed dosage.
- Whether or not the participant has any allergies to food, medication, etc.
- Whether or not the participant is hypersensitive to bee stings.

All of this information should be carried along during the trip where it will be readily available, if needed. In addition, at least one copy should remain with the main office of the agency while the group is on the trip, and another copy in the hands of a personal family member.

### Program Promotion - A Do Or Die Proposition!

Informing the community of the upcoming program is just as important as planning a good one. There are many effective methods of handling the publicity.

The newspaper is an excellent way of presenting program information to large segments of the population. You should look into the possibilities of a feature story about your program as opposed to a normal news release. This will usually provide much more information to the public.

Printed material distributed to a number of target populations is another effective means of promotion. Places such as schools, libraries, community centers, and outdoor equipment shops are usually very productive.

Radio, newspaper, and television are three forms of media that will frequently help with program promotion as a public service. Programs such as the evening news, written commentaries, spot announcements, and interviews on talk shows are excellent methods of presenting your program to the public.

Finally, public exhibits can be a prolific source of program publicity. These exhibits should be located where large groups of people converge. A good example is the large, urban, shopping mall. The exhibits should be imaginative so that they quickly draw attention. The addition of tents, packs, canoes, slide shows, and other equipment will help with this aspect. If possible, these exhibits should be manned, for this permits people to ask questions that come to mind and promotes a special sense of "professionalism." It also gives prospective participants the opportunity to register on the spot.

By utilizing a combination of the methods listed above, the promotion of your program should be successful.

### Training Sessions For Participants

Depending of the type of activities that you have planned and the type of equipment that you will be using, you may want to have a one or two day training session for the participants prior to their departure. There are many advantages to utilizing such a system:
- The participants are introduced to one another.
- The participants can practice setting up the tents and in general, become familiar with the group equipment.
- If canoeing or other water activities are planned, the participants can receive preliminary instruction and their skills can be evaluated.
- Other skills such as the packing of packs and the tying of knots can be introduced to save time for actual participation in the activities of the trip.

The training session is also an ideal time to review each participant's health form and become aware of any potential health problems.

### Final Considerations

Before allowing your program to start, you should explain the concepts of legal liability to your program leaders. They should be informed as to whether or not they are indemnified (relieved from the personal responsibility of payment of an award to a plaintiff in a liability suit) and whether or not they are medically insured (Darst and Armstrong, 1980). Darst and Armstrong recommend that the program and staff be covered for at least $1,000,000 per occurance for physical and property liability suits. In addition, participants should be covered for accidental death and medical indemnity under a policy provided by either the parents or the program (Darst and Armstrong, 1980).

Many agencies commonly use liability waivers in the

erroneous attempt to avoid liability suits. It should be noted that these waivers do not relieve the employee from being accountable for his or her negligence. However, these waivers do bring to the attention of the participants and their guardians that some risk is assumed in the participation in certain adventure activities.

## Summary

In the past, the participation in activities such as climbing, white-water boating, and survival skills has been limited to a relatively small portion of the population. Through the use of careful planning techniques in the selection of geographic areas, program activities, and program personnel, the municipal recreation agency can provide opportunities for adventure activities to populations that have never before had the opportunity to participate.

## Bibliography

Cousineau, Claude. The Nature of Adventure Education. Ottawa: University of Ottawa, 1978.

Darst, Paul W. and Armstrong, George P. Outdoor Adventure Activities for Schools and Recreation Programs. Minneapolis: Burgess Publishing Company, 1980.

Kraus, Richard G., Carpenter, Gay, and Bates, Barbara J. Recreation Leadership and Supervision. Philadelphia: Saunders College Publishing Company, 1981.

Meier, Joel F. "Is the Risk Worth Taking?", Leisure Today, April, 1978, Volume 49, No. 4, page 7.

# A STUDY OF OPERATIONS AND ACTIVITIES OF AN OFF-ROAD VEHICLE SPORTS PARK

Earl C. Williams, Thurston County, WA., Parks and Recreation Department


## Abstract

During recent years, interest in off-road vehicle (ORV) recreation has increased dramatically. To date, much of the use has taken place in an uncontrolled manner on federal, state, and private lands. The use of off-road vehicles is a legitimate recreational activity. However, the manner in which it is being pursued has raised the ire of property owners and other users of public lands. As a result many lands are being closed to the off-road vehicle. A properly designed and well maintained facility can provide the desired ORV experience while at the same time avoiding the conflicts. This paper is an analysis of an unusual facility designed to meet ORV needs of Western Washington.


## Description of the ORV Sports Park

In 1973, Washington State Legislature established the Off-road Vehicle Fund and authorized 1% of the State Gas Tax for the fund. The purpose was to acquire and develop off-road recreation areas, plus up to 100% fund-ind for maintenance and operation of these facilities (Graham, 1980).

In 1977, Thurston County purchased an existing motorcycle park located on the county line. Grays Harbor, the adjoining county, also bought acreage, resulting in a park of 160 acres. The park also abuts the Capitol Forest, administered by the Washington Department of Natural Resources--giving approximately 80,000 acres in hiking, horse, and ORV trails. An intergovernmental agreement between Thurston and Grays Harbor Counties assigned administration of the ORV Sports Park to Thurston County Parks and Recreation Department. An ORV Advisory Committee (ORVAC) was organized to advise Thurston County in development and operation. The ORVAC is composed of representatives of user groups.

Utilizing Gas Tax funds, administered by the Washington State Interagency Committee for Outdoor Recreation (IAC), the park was developed over a six year period. Many hours were also contributed by user groups. The park includes a one-mile motocross race track with a 4-wheel drive relay course on the infield, a sand drag strip, areas for 4-wheel drive barrel and obstacle courses, a hill-climb, grand-prix courses, and casual riding trails. Other park amenities include covered and portable grandstand seating for 3,000 persons, restrooms and showers, concession stand, track night lighting, and a meeting hall. Also available in the park are camping facilities that have accommodated up to 3,000 persons.

## Park Activities and Clientele

The park has been designed to accommodate as many different ORV activities as possible. Some are able to take place at the same time. Activities include: sand drags; moto cross; enduros; 4-wheel relays, barrel racing obstacle course and rally; baja-type off-road racing; 3-wheeler and odyssey scrambles; grand-prix; hill climbs; motorcycle skills training clinics; and motorcycle and 4-wheel drive safety education programs.

Off-road vehicle activities have been billed as family recreation. Experience at this park has substantiated that claim. Often events are scheduled for men, women, and children in different age groups. Participants and spectators range in age from 8 to 80. It is not unusual for a family to camp in the park for a week-end and each member participate in their own event.

While located in Thurston and Grays Harbor Counties, the park draws only 13% of its clientele from those counties. The bulk of the participants come from King (Seattle) and Pierce (Tacoma) counties (Thurston Co., 1983).

## Management and Operation Model

The Thurston/Grays Harbor ORV Sports Park was one of the first funded with the State Gas Tax monies, and still remains the only facility of its kind and magnitude in the State of Washington. Consequently, the development of the facility and its programs has been an evolutionary process. After six years of operation, the staff of the Thurston County Parks and Recreation Department has been directed to analyze the park and make recommendations regarding its future development, operation and management. The following is a result of that analysis.

### Management Responsibility

As would be expected, the greatest number of vehicles exist where the largest population resides. In Washington, 40% of the motorcycles and 57% of the off-road vehicles, other than motorcycles, are located in King and Pierce Counties (Pelton, 1983). However, the more densely populated counties also lack the open space to develop a facility for these vehicles. It is logical then that ORV facilities be developed in less densely populated areas such as Thurston and Grays Harbor Counties.

Because users of the park come from throughout the state, it is appropriate for parks such as this one to administered by state agency, such as Department of Parks and Recreation or Department of Natural Resources. Where trails actually exist on property owned by these agencies, this is the case. However, the State of Washington has determined that ORV parks and programs should generally be administered by local governments.

### Funding

Because of the regional nature of the park it is logical that the funding come from a source broader than the local agency. It was recommended by the Parks and Recreation Department Staff that the State Gas Tax continue to be viewed as a primary source of funding for this park. Every eff rt should be made to develop a fee schedule and other sources of revenue that will minimize the requirement for state funding.

Much has been said since the inception of this park about making it self-sufficient. Many hours of staff and policy makers' time were spent in discussion of various schemes and methods of raising more money at the park. After analysis of the situation, it was the opinion of the Parks and Recreation Department Staff that self-sufficiency cannot be attained without greatly modifying the nature and the intent of this park. The emphasis on fund raising and self-sufficiency alters the nature of the events and the operations. The objective of a worth-

while recreation experience becomes lost.

Suitable ORV Activities

The park has the capability of accommodating most of the ORV activities and events. Generally the long course activities such as motorcycle enduros and the pro-rally type competition require the facilities of the Capitol Forest. However, all of the activities requiring the shorter course can be accomodated within the boundaries of the ORV park (PNW, 1982).

The hill climb and casual riding trails are separated from the track area sufficiently that more than one activity can take place concurrently. In the track area itself, it is possible on a non-heavy use day for the motorcycles to use the motocross course the 4-wheel drive vehicles to use the barrel racing and obstacle areas at the same time. This requires cooperation on the part of the users and coordination by the park staff.

Compatable Non-ORV Activities

Much discussion has taken place at this park regarding other activities which can be brought onto the site to help generate funds to support the park. Some of the facilities at the park, such as the meeting hall, grandstand area, and open fields, can be used for non-ORV activities. However, because the park was developed with and is being operated with Gas Tax monies specifically ear-marked for ORV uses, care must be taken not to deviate from that purpose. Although adding non-ORV activities to the park might enhance the overall experience of the users, it is not feasible as a means of generating funds. Those activities considered would, at best, generate enough funds to sustain themselves and not contribute to the revenue of the park.

Professional vs. Amateur Competition

There has been considerable controversy over whether or not the events held at the park have become too professional. The staff has concluded, after reviewing the events over the past few years, that the prizes paid out have been nominal. For the most part the racers compete for trophies purchased out of the entry fees. Occasionally pro racing takes place at the park where a purse is awarded. This purse also comes as a pay back from the entry fees paid by the drivers. Generally, the pro drivers are competing for points which add up toward a national championship, rather than for large prizes in the race itself. To have occasional pro racing at a park such as this is not inappropriate when done for the purpose of drawing attention, status, and revenue to the park. It is not unlike a golf course sponsoring a pro tournament or a recreation department sponsoring a visiting team such as the Globetrotters.

Environmental Concerns

One of the objections to ORV recreation has been the uncontrolled and destructive manner in which it has been pursued by a few on public and private lands. The Off-road Recreation Survey showed that the average ORV recreationist in Washington is as concerned with the environment as is the average non-ORV citizen (Nash, 1979). The development of a facility such as the ORV Sports Park is a positive action in channeling that activity and providing recreation to these individuals while minimizing the impact on the environment.

Wildlife Impact. Off-road vehicles can affect wildlife. However there is little research which implicates ORV impact on these populations to a significant degree. Most research indicated that wildlife reacted little to moving vehicular traffic once they became used to it (IAC, 1981). Further evidence of low impact was the sighting of two rare Pygmy Owls at the ORV Sports Parks (Allen, 1983).

Plant Damage. With a facility such as this one, the competition is generally confined to fixed areas. One of the major features of the ORV park is the safety education programs which emphasize environmental awareness and courtesy to other users. It has been determined that a ten foot wide jeep trail, running diagonally across a square mile (640 acres), takes only 1.7 acres. A four foot wide motorcycle trail across the same square mile takes only .7 acre. Proper education programs and cooperation by the users result in minimum damage to the plants of an area.

Soil Erosion. Whenever foot or vehicular traffic occurs, some erosion will take place. However, siting facilities and trails off of sensitive and fragile areas, and channeling water run-off past the trails by use of diversion ditches and culverts, can minimize the erosion that will take place (Trail Tips, 1981). Water run-off from the concentrated track areas should be directed into settlement ponds before being discharged into streams.

Dust is another inevitable part of ORV recreation. However, confining the riding to trails and track areas will minimize the amount of dust. Track areas should have good base covered with a sandy soil; and be frequently watered during the dry season.

Light. As with other recreation areas, the use of an ORV park can be increased significantly by night lighting. ORV recreation is not limited to fair weather. Consequently, night lighting is particularly valuable in the winter, when darkness comes early. Care must be taken to avoid creating a nuisance for neighbors. This condition is no different that that which exists at a ball park or tennis court. The task is to confine the light to the desired area while shielding against direct light elsewhere. Hours of operation must be reasonable.

Noise. This is an environmental issue which has been of major concern at this park. The State of Washington has passed regulations on noise levels. These regulations not only specify the maximum decibel level received at a neighbors property line but also the amount of noise emitted from the vehicles themselves. The method of testing used at the ORV park is to measure the noise level at a distance of 20 inches from the exhaust outlet. This is done while the vehicle is stationary and the engine running at a speed of one-half the manufacturers maximum allowable engine speed. The maximum allowable noise is 105 decibels on the A scale (Washington, n.d.). Since noise compliance has been enforced at the park, the number of complaints from neighbors has significantly lessened.

Operators of 4-wheel drive vehicles have balked at using mufflers. However, as more ORV areas require noise compliance, they are becoming more willing to comply. They have discovered that meeting the noise standards has not been detrimental to their competition or recreation experience. The type of ORV that cannot comply with noise standards is the fuel driven sand drag vehicles. Because of their open headers and expansion chambers it is not practical for them to use mufflers. Much of this sand drag competition has gone to private parks or commercial race facilities.

There are some methods of reducing the noise annoyance to neighbors of the facility. These include construction of rigid structures such as grandstands, buildings and earth berms. While fences, trees, and plant materials, offer some reduction of sound, they are not as significant as a solid object (Sunset, 1982).

## Conclusion

Off-road vehicle recreation will not go away. It is a legitimate recreational activity and gaining in popularity every year. Except for a few, ORV users are sensitive to the environment and receptive to reasonable regulation. Unfortunately, that regulation has often been in the form of locked gates and keep out signs. The recreation agencies and professionals can help bridge the gap between the ORV enthusiasts and land owners by providing reasonable regulation, inviting facilities, and adequate education programs.

## Bibliography


Allen, Ilse. Birding In Earnest. Echo, Black Hills Audubon Society, August, 1983.

Fighting Back Against Noise. Sunset. Lane Publishing Co., Sept., 1982.

Graham, Terry. Washington Off-Road Vehicle Guide. State of Washington, Department of Natural Resources, 1980.

Nash, A. E. Keir. Understanding and Planning for ORV Recreation: The 1978-79 Washington Off-Road Recreation Survey. State of Washington, Interagency Committee For Outdoor Recreation, 1979.

Pelton, Jerry. County Recreation Profiles, State of Washington, Interagency Committee for Outdoor Recreation, 1983.

PNW Competition Committee. 1982 Competition and Safety Rules. Pacific Northwest Four Wheel Drive Association, 1982.

Thurston, County of. Motocross Mailing List. Thurston County Parks and Recreation Department, 1983.

Trail Tips. The Recreational Traibike Planner. Motorcycle Industry Council, Inc., Volume II. Number 2, n.d.

Washington, State of. Off-Road and Nonhighway Vehicles. Revised Codes of Washington. Chapter 46.09.

# RASHES, BASHES, CRASHES: OUTDOOR RECREATION RISKS

Gary D. Willden, Weber State College


## Abstract

This paper has the purpose of dispelling a few popular myths about a variety of generally-unpleasant and not uncommon occurrences among outdoor recreation activity participants. Also, some relatively little-known or understood techniques and practices regarding those happenings will be noted. Included will be comments concerning the following: sunburn, bites and stings, contact dermatitis, snakebite, overuse syndromes, sprains and fractures, blister prevention, survival sense and nonsense, and other matters.


## Rashes

There are several experiences common among outdoor recreationists, which affect primarily the body surface and superficial tissues, but which may also have occasionally serious systemic effects. Among these are: sunburn, insect bites and stings, contact dermatitis (poison ivy), and snakebite.

### Sunburn

Sunburn is caused by solar photons of the 290-320 nanometers wavelengths. Most people are familiar with the symptoms. First degree sunburn = localized redness and pain. Second degree sunburn = blisters, edema (swelling) and subsequent loss of tissue layer(s). Most people, however, are not familiar with the significant benefits offered by the new sunblock preparations. These creams and lotions containing PABA (para amino benzoic acid) can provide far longer "safe" time in the sun.

Such products are typically labeled with a large number ("8", "10", or "15" for example) on the container. This is that formula's Sun Protection Factor (SPF). This factor is based on the MED (minimal erythema dose) or fifteen minutes in full sun for an individual having average or Type 3 skin. (Skin types range from type 1 - albino, to type 5 - black races). The SPF rating then, represents a factor by which the MED can be multiplied before harmful exposure time will be reached.

Careful selection and application of one of these products can significantly reduce the likelihood of having an outdoor recreation activity result in subsequent days of discomfort. When understood, the SPF ratings can be much more helpful in product selection than such often-used but ambiguous terms as "minimal, optimal, or maximal protection."

### Bites and Stings

According to Smith (1983), stinging insects cause more deaths each year than do snakebites, spiders, ticks, etc. combined. Inasmuch as treatment for many of these insect ills is difficult at times, prevention is best. Avoiding bright clothing, jewelry and the like has been shown to help in this regard. Such techniques as the careful removal of the barbed bee stinger with a razor blade (not with the fingers), and the application of a poultice of "Adolph's Meat Tenderizer" whose enzymes may deactivate the venom, can be helpful when prevention fails however.

For individuals having high sensitivity to such bites and stings, the new ANA-Kit is recommended. This provides a simple injection of epinephrine to prevent potentially fatal laryngeal spasm and anaphalactic shock. These kits are easy-to-use and may be obtained through many physicians.

Prevention is also the key to minimizing discomfort from mosquito bites. There is much inconclusive research regarding diet, body chemistry, Vitamin B, clothing colors and many other hypothesized measures of prophylaxis. Probably the only sure approach for most outdoor recreation purposes is the use of a good lotion-base repellent such as Cutter's or Muskol. Those having a high percentage of DEET (NH-diethyl-meta-toluamide) will be most effective.

Contrary to common belief, it is heat, not sound that the mosquito responds to. These pesky insects can sense the heat of a capillary ½ mm under the skin and zero in on it for their blood meal. Unfortunately, even the best repellents won't keep the bugs away, just from biting. Only the new electronic bug lamps seem to have that capability.

The wood tick is another pest who's seeking a blood meal to enable it to lay its eggs. Recognized as a "smallish watermelon seed with legs", the tick's entry is often painless, and only discovered by careful inspection of the body's warm protected areas (head, crotch, armpits). Traditional wisdom calls for the application of heat, vaseline or other methods to encourage the withdrawal of the tick. Practical experience will show however, that simply "unscrewing" the pest counterclockwise is most efficient. There is even a newly designed "tick tweezer" available for the truly complete first aid kit which makes that process quick and easy.

### Contact Dermatitis

Among the most common complaints of outdoor recreation participants, especially trail users, is poison ivy rash. This is caused by an oily, protein-based resin contacted when the plant is crushed. This persistent material can remain active on objects for perhaps six months or more and may also be transmitted to the skin by animals or other intermediate carriers. Simply learning to recognize and avoid the plant will prevent most occurrences. Nevertheless, contact may occur incident to primary or secondary outdoor activities. For example, one may unknowingly walk through a patch of poison ivy with ones dog. Later, while removing hiking boots or petting the dog, the resin may be deposited on the hands and then smeared across the forehead or arm. Perhaps two or three days later the dermatitis may be evident in irritating stripes across those areas.

When contact is anticipated (probably a rare event), a measure of prophylaxis may be employed. This constitutes soaping down before exposure and letting the soap film dry on the skin. Following the activity the soluable resin can be easily washed off. When unexpected contact has occurred, treatment for minor lesions can be provided with .5% cortizone preparations such as Cort-aid or Hydrocort. More severe outbreaks should receive a physicians' attention and probable treatment with Prednizone or other strong cortizones. Just remember to eat cautiously during the few days of treatment, as the cortizone will promote appetite resulting in a net loss of poison ivy symptoms but a net gain of unwanted pounds.

## Snakebite

Encountering a rattlesnake is not an uncommon event for regular users of outdoor recreation areas, especially backcountry and wilderness regions. However, snakebite is a relatively uncommon experience. The reptile's phenomenal vibration-sensing capability permits it to escape most confrontations with man, and further, even when cornered, it will retreat if allowed to. Nevertheless, persons do become victims of snakebite each year, but... deaths are very rare indeed. In fact reported deaths are usually caused by secondary infections resulting from incompetent treatment.

Darvill (1973) notes the need to inspect the bite area for fang marks prior to initiating any treatment. This is due to the fact that only a small percentage of bites result in any actual envenomation. Darvill further observes the controversial nature of snakebite treatment recommendations, among them "slash and suck", cryotherapy (cold application), circulation restriction, and antivenin use among others.

It may be generally argued that cooling the site, and placing the victim at rest (along with shock treatment) is perhaps all that should be done for the first 10-30 minutes. If during this period no localized swelling and pain are evident, the wound may simply be cleaned and dressed. If it becomes apparent that envenomation has occurred, a situational approach to treatment decisions should be followed; assessing the pros and cons of evacuation versus in situ handling of the problem.

Snakebite is undoubtedly among the most overfeared and least understood of outdoor recreation risks. The rattlesnake is a predator of considerable importance in the ecological web, as is man. Perhaps with a little more understanding and a little less fear we can coexist peaceably during our forays into his domain.

## Bashes

Outdoor recreationists frequently fall victim to a variety of difficulties which may be grouped under this heading - bashes. Among them are problems associated with over- or im-proper use of the body, and injuries resulting from traction or compression. Also, the prevention of blisters will be covered in this section.

### Overuse Syndrome(s)

There is a growing list of ailments attributable to incautious embarkation on a program of physical activity. The ubiquitous tennis elbow, along with swimmer's shoulder, jogger's foot, gardener's back and a multitude of other ills are all essentially the result of overuse or improper use of the body. There is little to be done for most of these afflictions other than rest, a little aspirin for the pain, and a slower start next time!

Strains (overuse of soft and connective tissues) are a most familiar form of this propensity among recreators to overdo. Appropriate attention to progressive levels of activity, warm-up, stretching, cool-down and other techniques would eliminate most such problems. It is simply not wise for the desk jockey to strap on a 35 pound backpack and head off into the hills first thing in the summer without sufficient pre-conditioning.

### Traction Injuries

There are three degrees of traction or pulling injuries, all of which result sprains, which like strains are simply caused by overuse of soft and connective tissues. A first degree sprain is a specific injury to a specific site, but no damage is evident - just localized swelling, tenderness and pain. A second degree sprain is again a specific injury to a specific site, but some new looseness in the area will be evident. This injury needs protection (support) during healing. A third degree sprain equals rupture of the tissue in question, and will usually require surgical intervention.

The disparate opinions regarding the use of heat or cold in the treatment of such injuries has largely subsided, and, according to Brewer (1983), there is no proper use of heat in treatment. The treatment of choice, especially in remote locations is the somewhat intermittent application of cold, along with pressure, carefully applied. He also firmly recommended splinting and immobilizing such injuries.

### Compression Injuries

When sufficient pressure is applied to virtually any part of the body injury will occur. Depending on the site and extent of the force involved, such injuries may range from contusion (slight to severe bruising) to fractures. Brewer noted that for orthopedists the first day of summer is when the year's first emergency room call for a motorcycle injury comes. The last day of summer is when the first call comes for a ski injury.

Of course the potential for injury in outdoor recreation activities exists. That is indeed a part of the attraction for most participants. According to Rosenthal, "Most people upgrade the risk as they upgrade their skills" (1982, p 94). This is so common that it usually goes unremarked: the skier seeks out more demanding slopes, the rock climber takes on steeper faces, the surfer challenges bigger waves. But as Smutek explained, "Risks are accepted, but they are first recognized, evaluated, and limited before acceptance" (1981, p.8). Such a process of qualified risk acceptance on the part of outdoor recreation participants is an essential component of safe participation.

It is vital for continued personal safety, that individuals desiring involvement in such activities have an appropriate perception of and respect for the injury potential. That, in and of itself, may be the most effective of all preventative measures available.

### Blister Prevention

There is simply no excuse for getting a blister. Prevention is just too easy, but also too little understood. Blisters are caused by three components; friction, pressure and heat. If just one of these elements can be eliminated blisters are effectively prevented.

Most hikers/skiers/joggers/whatevers try to deal with the "hot spot" that is the unvarying danger signal of blister formation by applying a band-aid. This does accomplish one thing - it virtually guarantees that a blister will form! A number of other alternatives to the band-aid are available. Lubricating powders and potions and surgical stretch-knit fabric are sometimes used to protect the site. Also small squares of Second Skin, a medical grade polygel, may be applied to the area. These unfortunately have little preventative value. A skin-toughening soak in Epsom salts solution, or "painting" skin areas at risk with "Tuff-Skin" preparations, and other methods may all be utilized. But none have the simple efficacy of the correct use of moleskin/foam.

At the first sign of a hot spot, a person must be willing to call a halt, break out the blister kit, sit down, take off the shoe and sock and solve the problem before it really begins. That simply means applying a "doughnut" of moleskin to the hot spot. Molefoam is used if the spot is on a more protruding part of the foot.

This technique serves to eliminate all three blister-causing components; reducing heat, pressure and friction, eliminating the blister before it even forms.

No first aid kit is complete until it includes the items needed for blister prevention. More importantly perhaps, no outdoor recreation leader is completely trained until he or she can use this simple technique to maximize the enjoyment of the outdoors for their followers, students or clients.

## Crashes

Outdoor recreation participants should have at least a minimal understanding of a variety of principles related to survival in the outdoors. Knowing what to do if you really get lost has application for hikers/backpackers, pilots, river runners, cross-country skiers, hunters, backcountry fisherman, snowmobilers and so on. In short, everyone should know something about: how to stay found, survival sense and nonsense, hypothermia and related concerns.

### How To Stay Found

There are books written on this subject, and briefly here only summary observations will be made. One simply must be a "good scout" - Be Prepared, as so many factors will depend on situation specifics. In general, it may be of value to do the following: plan carefully, know the persons in your group, evaluate progress in light of changing conditions frequently, leave word of intentions with a responsible party, notify that party upon return, keep looking back over your shoulder to view the terrain from that perspective, verify the preparedness of group members (clothing, food, equipment, etc.), and on and on.

Most unsuccessful searches seem to be conducted for persons who are not where they were supposed to be. It is vital to remain stationary, assuming of course, that someone does in fact know of your plans. If even that simplest of steps was omitted in your preparations. . . well, you had better be skilled.

### Survival Sense and Nonsense

With the proliferation of instructional and experiential programs in outdoor survival, it may be important to observe the inherent contradiction: If anyone is so highly trained in survival skills, they should certainly be knowlegable enough not to need that training and to above all, know how to stay found.

It therefore makes sense to: (Willden, 1983, p. 2-3)

- Know how to stay found
- travel in groups, not alone
- leave word of destination and plans
- check the weather forecast and conditions
- have plenty of water and drink it
- stay put, wait to be found
- know how to signal searchers
- hope for the best, prepare for the worst, and take what comes!
- stay near a disabled vehicle/aircraft
- use the insulating properties of snow
- understand hypothermia
- remember survival priorities
- keep dry - ration sweat, not water
- prepare for darkness and weather extremes
- carry a survival or emergency kit, or
- carry the "10 Essentials" +
  Water, Knife, Extra clothing & Shelter, Map & Compass, 20' light rope, Flashlight, Firestarter (candle & matches), Sunglasses, First Aid Kit, High Energy Food
- keep up an intensely positive attitude!

Conversely, it is nonsense to:

- PANIC
- be overly concerned with food-remember priorities
- ration the water in your canteen. Ration water losses, not water intake.
- succumb to the "get-up and get-out" feeling
- be under/over dressed
- allow yourself to become wet in cold conditions
- abandon a group to make a solo bid
- shout at passing aircraft
- Give up.

### Hypothermia

"The Killer of the Unprepared", or perhaps more accurately, "The Killer of the Uninformed" is truly a significant threat. Great gains are being made however, as more and more people at least recognize the word when they hear it. Few however, yet know how to prevent it. Knowledge of the 5 ways the body loses heat: radiation, conduction, convection, evaporation and respiration, as well as strategies for controlling those heat losses is still too narrlowly distributed in the population.

Inaccurate discussions of hypothermia still occur in places which should know better. For example, the current NOLS Wilderness Guide (Simer and Sullivan, 1983) refers to hypothermia as "freezing to death" Further, too few outdoors-persons understand such concepts as layering, use of a hat as a body thermostat, or the very dangerous nature of "a little survival knowledge."

Even the simple mnemonic "Rule of 3's" is not understood as the beneficial tool that it is. For the uninitiated it is: In harsh outdoor conditions a person can last...

- 3 minutes without - Air (Oxygen)
- 3 hours " - Shelter (warmth)
- 3 days " - Water
- 3 weeks " - Food
- ? ? " - The Will to Live!

## Summary

Outdoor recreation activities are not "fraught with danger", but rather provide many people with some of the most stimulating moments of their lives. Peak experiences however, are rarely without their inherent risks. If greater emphasis on understanding and appreciating those risks were employed by recreation leaders and educators, perhaps the net risk would be reduced, while the sought "high" is retained. Beware of Rashes, Bashes and Crashes; they are part of the risk milieu of outdoor recreation, but they too can be dealt with successfully.

## Bibliography


Brewer, F., M.D., Sprains and fractures. Presentation at the Ogden Research Society Summer Medical Symposium, Ogden, Utah, June 21, 1983.

Darvill, F.T., M.D., Mountaineering Medicine. Skagit Mountain Rescue Unit, Inc., 1973.

Simer, P. & Sullivan, J., The National Outdoor Leadership School's Wilderness Guide. Simon & Shuster, New York, 1983.

Smith, W., M.D., Sunburn, insect bites & stings, contact dermatitis. Presentation at the Ogden Research Society Summer Medical Symposium, Ogden, Utah, June 21, 1983.

Smutek, R., Experience and the perception of avalanche hazard. Summit, 1981, 25 (6), 6-11.

Willden, G.D., EdD, Survival: Sense and Nonsense (class handout-survival kit insert), Weber State College, 1983.

# RESPONDING TO CONFLICT

Richard A. Heaps

Counseling and Personal Services, Brigham Young University

## Abstract

Conflict usually requires some expression of incompatible or conflicting desires or perceptions. This paper briefly identifies some of the causes and resulting choices we make when in conflict. These choices normally lead to one of five types of response: collaboration, competition, compromise, accommodation or avoidance.

Participants in this demonstration session completed and scored an inventory of their usual responses to conflict, and evaluated the practical impact of different response styles on the process and outcome of conflict.

## Definition and Causes

Conflict generally involves some expression of incompatible or conflicting desires or perceptions which result from one or more of the following circumstances:

1. Disagreements or differences of opinions, goals, values, expectations, behaviors, etc.
2. Competition or competing desires for something which is in limited supply.
3. Inaccurate perceptions or misperceptions of a situation.
4. Missing, overlooking or not perceiving important aspects of a situation (missed perceptions).

## Choices

Whether we are anticipating a conflict or are in the midst of a conflict situation, we make choices about what we want to happen. These choices ultimately determine our behavioral response to the conflict. As examples, we can choose to resolve the conflict, contain the conflict situation so it does not expand or create more difficulty, confront all or part of the conflict situation in order to test probabilities for action, and avoid all or part of the emotional and interpersonal dilemmas presented by the conflict.

## Responses to Conflict

Once we know what we want to happen in the conflict situation, the type of response we make will naturally follow within a relatively narrow range of alternatives. If, for example, we choose to avoid an unpleasantness we assume will be present in the conflict, we probably will not be confrontive. We would be more likely to withdraw physically or emotionally.

Our response to conflict will usually take the form of collaboration, competition, compromise, accommodation or avoidance (Thomas, 1976), depending on the extent to which our choice includes a concern for meeting our own needs or the needs of others. These concerns are usually reflected in the degree of assertiveness or cooperativeness we engage in.

Collaboration involves reaching consensus through joint problem solving. The needs or interests of everyone involved in the conflict are fully explored and satisfied. Assertiveness, cooperation, task accomplishment and relationships with people are all pursued in combination.

Competition involves confrontation and the pursuit of something in limited supply or of one's own interests at the expense of others in the conflict. Assertiveness and task accomplishment are pursued at the expense of cooperation and relationships with people.

Compromise involves mutual agreement to satisfy some needs or interests of both parties in the conflict and to leave some unfulfilled. Assertiveness, cooperation, task accomplishment and relationships with people are all pursued only partially.

Accommodation involves yielding to the needs or interests of the others with whom one is in conflict at one's own expense. Cooperation and relationships with people are emphasized at the expense of assertiveness and personal task accomplishment.

Avoidance involves withdrawal from the conflict in a manner which makes it difficult to satisfy the needs or interests of either party at the moment. Assertiveness, cooperation, task accomplishment and relationships with people are all avoided.

## Primary vs. Secondary Response

When confronted with a conflict situation, most people respond in a fairly consistent and habitual way. If this primary response is successful or adequately handles our concerns, and if the other individual or people respond as we hope they will, we keep responding that way--we have no reason to change.

If our primary response does not adequately deal with our concerns or if it does not lead to the reaction from others that we hoped for, we often change to a different, secondary response. This is most frequently true if our primary response is one of the more active responses such as collaboration or competition.

Interestingly, collaboration is often nothing more than a temporary, primary response. It seems that many people want to cooperate as a primary style

and hope that others do also. They make an initial or primary attempt to work out a joint solution, but, for whatever reason, the other person does not reciprocate. This forces them to use another, secondary response. Consequently, although many people feel their primary response style is collaboration (which it may be, at least initially), they actually spend more time using secondary styles.

Part of the reason for the "switching" of primary styles is that collaboration is a difficult skill which requires a high degree of trust and cooperation. Unless both parties exhibit similar levels of trust and trust worthiness the collaborative style will lead to frustration, not conflict resolution.

## Collaboration

Most of us have had sufficient prior experience that we know how to compromise, compete, accommodate and avoid; however, the joint problem solving of collaboration usually requires additional help to learn.

Main and Roark (1975) suggest a practical method for working toward mutual consensus to resolve conflict. This model assumes that both parties (a) want to resolve the conflict, and (b) want a resolution wherein no one loses. Unless both assumptions are satisfied the model will not be effective.

A summary adaptation of the Main and Roark model indicates that in order to consensually resolve conflict through collaboration both parties must work sequentially to

1. Calm the emotional reactions and behaviors in the conflict situation.
2. Use "I" statements to express personal responsibility for feelings or ideas and use empathic responses (e.g., paraphrases) to communicate listening and understanding throughout the process, as appropriate.
3. Agree on a factual description of what the conflict is.
4. Describe what each is feeling, because of the conflict, that he or she does not want to feel. Do this without accusing the other person.
5. Discuss and describe what the two parties agree it would take to resolve the conflict (i.e., mutually desire solutions).
6. Decide what changes are needed to achieve the desired outcome.
7. Outline a plan of action, including how to begin.

## Demonstration Session

Participants in the demonstration session completed and scored an inventory of their own usual responses to conflict (Heaps, 1983). Following an explanation of the test scores and the conflict response model referred to above, participants role played a predetermined conflict situation to evaluate the practical impact of different response styles on the process and outcome of conflict.

## References


Heaps, R.A. Conflict response instrument: Self. Provo: Utah, 1983.

Main, A.P., & Roark, A.E. A consensus method to reduce conflict. Personnel and Guidance Journal, 1975, 53 (10), 754-759.

Thomas, K. Conflict and conflict management. In M.D. Dunnette (Ed.), The handbook of industrial and organizational psychology. Chicago: Rand McNally, 1976.

# REHABILITATION, PREVENTION, AND MAINTENANCE ORIENTATIONS FOR THERAPEUTIC RECREATION SERVICE

Jesse T. Dixon, San Diego State University




## Abstract

The content influence of a recreation activity is represented by patient or client knowledge of, belief in, or awareness for the value of participation. Recognizing rehabilitation, prevention, and maintenance orientations for participation may increase the potential content influence of a recreation activity in a therapeutic service setting. Ideally, increasing the awareness of patients and clients may result in motivated choices for independent participation in recreation activities.


## Introduction

One goal of the therapeutic recreation process is to introduce the person who experiences a handicap to recreation activities. This communication process is intended to increase the awareness of the patient or client and result in motivated choices for independent participation in recreation activities (Gunn & Peterson, 1978). Gold (1980) attributes informed choices to the content influence of activities. That is, the patient or client has a knowledge of, belief in, or awareness for the value of recreation participation. Recognizing alternative motivations for recreation participation may expand the "content influence" of activities for individuals who experience a handicap. This paper presents and discusses three motivational orientations for recreation participation: rehabilitation, prevention, and maintenance.

## Rehabilitation

Rehabilitation is an individualized process which is intended to reduce or eliminate the effects of a disability and restore the functional capacity of a person (Rosen, Clark, & Kivitz, 1977; Shivers & Fait, 1975). The concept of rehabilitation assumes that a person has lost a significant ability and must restore this ability to achieve a normal state of health. The rehabilitation process is designed to compensate and produce changes in the individual (O'Morrow, 1980). For example, the adult who experiences a visual impairment will require training in orientation and mobility skills in order to be aware of the environment and return to some level of independent functioning. Otherwise, an extreme dependence on others may result in a very limited lifestyle. Similarly, the institutionalized psychiatric patient may need to learn additional coping strategies to resume living in the mainstream of society.

Therapeutic recreation is a supportive service designed to contribute to a rehabilitation plan. For a person with a physical disability recreation participation may be encouraged to develop the fitness or motor skills necessary for self-help tasks, socialization opportunities, and meeting the requirements of vocational placement. In psychiatric settings recreation participation may be oriented to developing social skills, more positive patient attitudes, and clarifying personal life values (Shivers & Fait, 1975). In rehabilitation service settings positive and satisfying recreation experiences are intended to contribute to the physical and/or psychological strength of a person and their return to a level of independent living in society.

## Prevention



The concept of prevention suggests the need for activity or experiences to avoid negative consequences including dysfunction or illness (Avedon, 1974; Glasser, 1976). Public media sources frequently advocate prevention with regard to specific situations such as driving, smoking, and the use of medicines. Shivers and Fait (1975) recognize the concept of prevention as part of a healthy lifestyle for society in general. These authors recommend a balance between tension and relaxation with recreation opportunities. That is, recreation is considered to have preventive value for dealing with pressures which result in physical/mental illness or other forms of deterioration (Avedon, 1974; Shivers & Fait, 1975).

Therapeutic recreation programs frequently use a prevention orientation to motivate people to participate in health related activities. For example, well planned warm up exercises are recommended to avoid possible injuries and prepare people for excelling in active participation. Special diet plans and food information are presented to avoid problems with body function and weight control. Patients and clients often have access to numerous media sources which promote nutritional items, cosmetic products, and activity programs with the suggestion to avoid illness, premature aging, and inactivity. In addition, community activities are frequently advertised to discourage social isolation (Burt, Meeks, & Pottebaum, 1980). In terms of prevention therapeutic recreation programming may be a valuable resource for patients and clients who are concerned about physical health and social opportunities.

## Maintenance

The concept of maintenance involves a continuance of experience emphasizing a satisfying process or outcome (Kelly, 1982). A maintenance orientation with regard to recreation can be described as "participation for the fun of it." That is, people seeking activities which provide pleasurable experiences (Havighurst & Feigenbaum, 1974). Perceiving recreation participation as pleasurable may help to explain the enthusiasm of individuals who seek to repeat recreation experiences numerous times (Kelly, 1982; Shivers & Fait, 1975).

Some authors view recreation for pleasure as a basic human need that is vital to the lifestyle of well adjusted and healthy people (Burt, Meek, & Pottebaum, 1980; Gunn & Peterson, 1978). Therapeutic recreation professionals frequently encourage a maintenance orientation in programming recreation activities with patients and clients. For example, certain amusement parks provide unique environments, rides, and experiences which people rate as exciting, fun, thrilling, and educational. In addition, patients and clients frequently request specific films, television programs, radio stations, restaurant settings, and table games in recognition of the pleasure these sources provide. Overall, the use of novelty and complexity to stimulate the human senses may be important factors for attracting and maintaining the interest of participants in "entertaining" recreation (Ellis, 1973).

In summary, the use of recreation services within the concept of rehabilitation appears to focus on goal directed ability compensation. The concept of prevention seems to motivate recreation participation in order to avoid negative consequences. The maintenance orientation to recreation appears to emphasize the pleasure or satisfaction experienced with participation. Distinguishing rehabilitation, prevention, and maintenance orientations for recreation participation is intended to help the professional recognize and encourage alternative possibilities for content

influence with patients and clients.

## Discussion

Intuitively, it appears that a primary factor in rehabilitation is a belief that certain abilities targeted for acquisition are necessary to the individual for a satisfactory lifestyle. That is, the patient or client is motivated to restore or develop personal abilities which are reduced by a handicapping condition. For example, wheelchair sport activities may be attractive to an individual with paraplegia who desires to develop wheelchair mobility skills and participate in organized sports. Recreation programming can represent an opportunity for a patient to resume or develop active skills as well as provide a structure for socialization. However, it is also possible for an individual with paraplegia to show no interest in skilled sports participation and see no application to his or her personal lifestyle. Similarly, a patient in a psychiatric setting may be subject to group program planning to develop interaction skills and experience social opportunities. Such programming can provide model experiences for a transition or return to community settings. But it is also possible for the patient to elect a lifestyle that is socially isolated compared to the objectives of the rehabilitation program. Therapeutic recreation professionals may want to encourage prevention and/or maintenance orientations for recreation with individuals who are not motivated by rehabilitation goals.

The prevention orientation appears to be dependent upon the strength of a fear or avoidance concern for motivating participation. For example, a patient's fitness efforts at reducing excess body weight may be motivated by avoiding the disapproval of a loved one. However, if the patient's feelings of affection terminate the motivation for fitness may also decline. Similarly, in service settings for legal offenders a person may be motivated to participate in group recreation activities to avoid feelings of loneliness and develop social contacts. However, the client's motivation for group interaction may diminish if he or she decides that a misunderstood and disruptive loner is a romantic and desirable image to project. In other words, a prevention orientation to recreation participation can be useful but is limited when avoidance concerns diminish or can be rationalized by the patient or client.

A maintenance orientation for recreation can be useful in therapeutic service settings where patients and clients seek pleasure. Emphasizing the pleasure associated with preferences for recreation is reinforcing for continued participation. In describing Positive Addiction Glasser (1976) suggests that people may enjoy certain recreation activities so much they crave future opportunities for participation. Hence it is essential for professionals to develop program choices and opportunities for patients and clients to repeat recreation experiences. However, it is also possible for individual beliefs about recreation to inhibit the pleasure associated with participation. That is, there may be patients and clients who believe that "too much" pleasure is undesirable or an undeserved reward (Havighurst & Feigenbaum, 1974). In this event, recognizing the concepts of rehabilitation and prevention may provide the patient or client with alternatives for motivation.

In conclusion, distinguishing motivational orientations for recreation participation is intended to suggest alternative ways patients and clients may recognize content influence. In addition, recreation professionals can teach possible values for activities which may contribute to the motivation of patients and clients. Ideally, professional intervention can increase the awareness of patients and clients and result in motivated choices for independent participation in recreation activities.

## Bibliography


Avedon, E. Therapeutic recreation service. Englewood Cliffs: Prentice Hall, Inc., 1974, 2-9.

Burt, J., Meeks, L. and Pottebaum, S. Toward a healthy lifestyle. Belmont: Wadsworth Publishing Company, 1980.

Ellis, M. Why people play. Englewood Cliffs: Prentice Hall, 1973. 49-148.

Glasser, W. Positive Addiction. New York: Harper and Row Publishers. 1976.

Gold, M. Try another way: Training Manual. Champaign Research Press, 1980, 7-19.

Gunn, S. and Peterson, C. Therapeutic recreation program design: Principles and procedures. Englewood Cliffs: Prentice Hall, 1978.

Havighurst, R. and Feigenbaum, K. Leisure and lifestyle. Concepts of leisure (J. Murphy, Editor) Englewood Cliffs: Prentice Hall, 1974. 117-128.

Kelly, J. Leisure. Englewood Cliffs: Prentice Hall, 1982, 26-29, 160-163.

O'Morrow, G. Therapeutic recreation: A helping profession. Reston: Reston Publishing Company, 1980.

Rosen, M., Clark, G. and Kivitz, M. Habilitation of the handicapped. Baltimore: University Park Press, 1977, 3-50.

Shivers, J. and Fait, H. Therapeutic and adapted recreational services. Philadelphia: Lea & Febiger, 1975. 1-27, 195-200.

# AN INVESTIGATION INTO THE WORTH OF REALITY ORIENTATION CLASSES FOR THE CONFUSED PATIENT

M. Sydney Post, University of Utah
Leila Robertson, Lanore's Nursing Home

## Abstract

A study in the benefits of reality orientation classes was made at an Intermediate Care Facility. Confused patients were identified and placed into three groups. One group received only the agency's 24 hour reality orientation and no classes. A second group received traditional reality orientation classes. A third group received reality orientation classes with written assignments added.

The analysis was made by comparing the three groups with pre-test and post-tests. A significant difference was found between both experimental groups when compared to the control group. There was no significant difference between the two experimental groups.

## Introduction

In many of today's institutions that serve the confused and disoriented patients, reality orientation is the approach of choice. It was first utilized through the Veterans Administration Hospital System as a basic technique in the rehabilitation of persons having memory loss, episodes of confusion, and time-place-person disorientation (Drummond et al, 1978). There are basically two sections to a total reality orientation approach. The first is a 24 hour program that is utilized by the complete staff of a facility. Here on every approach that the staff has with a client care is taken to orient the confused patient to time, place, and person. The second section is reality orientation classes that are geared to a small group (no more than five patients) experience. Time, place, and person are emphasized through verbal repetition. Weiss (1980) pointed out that modifications can be made when he presented the concept of utilizing writing in association with the verbal repetition to orient patients.

The question of reality orientation really improving awareness, memory retention, and disorientation as claimed has been investigated by researchers. Folsom (1968) completed a study that showed after one year of reality orientation treatment, patients showed marked improvement by showing more self-pride, greater socialization, improved manners, more interest in radio/television, and concern with personal appearance. Seventy-six percent of the regressed patients improved. Brook, Degan, and Mather (1975), measured intellectual and social functioning of the nine demented patients after 16 weeks of reality orientation classes. Again, there was marked improvements in those who received treatment, where those patients who received no encouragement or instruction from the therapist tended to deteriorate. Both studies emphasized that reality orientation seems to be ideally suited for elderly patients exhibiting beginning signs of confusion and disorientation.

## Purpose of the Study

Though there have been studies completed to determine the effectiveness of traditional reality orientation, there has been little completed that would point to the benefit of modifications of such a program. With the small groups, there is also often administrative concern either the tradition or modified reality orientation programs are of strong enough value to offset the cost. This study was conceptualized to investigate if there was change in patients who received reality orientation classes, and if traditional classes or modification of such classes would be most successful.

## Methodology

### Sample Selection

Criteria was set for the selection of the patients to participate in this study. The patients were all residents of the same facility. All patients showed symptoms of confusion and disorientation. Twelve patients were identified, and through random selection placed into two experimental groups that would receive reality orientation classes and a control group that would not receive reality orientation classes. All patients received the 24 hour reality orientation approach by the staff.

### Experimental Group I (Traditional Reality Orientation)

The class consisted of four members. The class was held for 1/2 hour each day, five days a week. Emphasis was placed on rehearsal of orientation information in a relaxed, distraction free environment. The name of the facility, city, state, month, day of the week, description of the weather, season, next holiday, and next meal were placed on a reality orientation board where all could read it. Other visual aides such as clocks and calendars were also used. The patients were verbally and visually oriented to the aforementioned items through a verbal repetition approach utilized by the recreational therapist. The patients were then verbally quizzed for memory retention. Active participation was emphasized.

### Experimental Group II (Modified Reality Orientation)

This class consisted of four patients. The approach was similar to the Traditional Reality Orientation class, but an additional step was taken. Each participant was given a written questionnaire emphasizing material covered in the class. The questionnaires were filled out by the patients with assistance to the patients by the recreational therapist as needed.

### Evaluation

Three hypothesis were formulated. They consisted of: 1) There would be no significant difference between Experimental Group I and the Control Group, 2) There would be no significant difference between Experimental Group II and the Control Group, and 3) There would be a significant difference between Experimental Group I and Experimental Group II. Significance was set at the .01 level.

The Reality Orientation Evaluation Questionnaire (Hillhaven, n.d.) was given to each patient before treatment was initated. Three months of classes were given to Experimental Group I and Experimental Group II. The

Control Group received no reality orientation classes.

At the end of three months the post-test was given to the members of all three groups. Scores from the questionnaire were analyzed by comparing pre and post tests of Experimental Group I to Control Group; Experimental Group II to Control Group; and Experimental Group I to Experimental Group II.

## Results

Tables 1, 2, and 3 give the statistical results of the findings. When comparing Experimental Group I (Traditional Reality Orientation) to the Control Group a significant was found at the .007 level.

Table 1

Comparison of Experimental Group I (Traditional) to Control Group

| | N | X | SD | T | Probability |
|---|---|---|---|---|---|
| Group I | 4 | 18.75 | 9.88 | 4.0 | .007* |
| Control | 4 | -1.38 | .75 | | |

In comparing Experimental Group II and the Control Group significance was found at the .008 level.

Table 2

Comparison of Experimental Group II (Modified) to Control Group.

| | N | X | SD | T | Probability |
|---|---|---|---|---|---|
| Group II | 4 | 15.88 | 8.88 | 3.87 | .008* |
| Control | 4 | -1.38 | .75 | | |

When a comparison was made between Experimental Group I and Experimental Group II there was not significant difference (probability .68)

Table 3

Comparison of Experimental Group I with Experimental Group II

| | N | X | SD | T | Probability |
|---|---|---|---|---|---|
| Group I | 4 | 18.75 | 9.98 | .43 | .68 |
| Group II | 4 | 15.87 | 8.87 | | |

## Summary and Conclusions

Findings of this investigation appear to show that reality orientation classes do have an effect on the patients. In both the traditional reality orientation class and the modified class that utilized the written questionnaire significant differences were found. It is also interesting to note that the mean scores of the patients in the control group was a -1.38. This would lead to the conclusion that patients actually have a tendency to regress without such classes.

Findings of this investigation also showed that there was not a significant difference between the two types of reality orientation classes. Although patients in Group I (Traditional) did slightly better than those patients in Group II (Modified), the difference was not significant. This could be interpreted to mean that modifications in the traditional method could be made without hampering the treatment of the patients.

Thus, it appears that reality orientation classes are indeed valuable to confused and/or disoriented elderly patients. The method to be utilized can be either the traditional method or a modification,utilizing written questionnaires that further reinforce the material of the class. It is further recommended that further methods can also lead to significant changes. This investigation reinforced the use of reality orientation programs at the Intermediate Care Facility where the study took place. Perhaps other studies could do the same with any number of other facilities.

## Bibliography


Brook, P., Dugun, P., and Mather, M. Reality Orientation: A Therapy for Psycho-Geriatric Patients. A Control Study. British Journal of Psychiatry, 127, 1975, pages 42-45.

Drummond, L., Kirchoff, L., and Scarborough, R. A Practical Guide to Reality Orientation. Gerontologist, 18, No. 6, 1978, pages 568-573.

Folsom, J. Reality Orientation for Elderly Mental Patients. Geriatric Psychiatry, Spring, 1968, pages 291-307.

Hillhaven Corporation, Reality Orientation Evaluation Questionnaire, n.d.

Weise, J. The Use of Art and Writing as Therapeutic Tools for Improving Reality Orientation. Activities, Adaptions, and Aging, 1 No. 1, 1980, pages 3-8.

# THE TOTAL APPROACH TO CONSULTIVE SERVICES IN RECREATION THERAPY

Larry J. Mildren, Oklahoma Department of Human Services

## Introduction

This magic word, "consultant", has been used, misused, misinterpreted, and in general, set to mean a notch above the ordinary practicioner, supervisor, or other titular headings in recreation. What then is a "consultant"?

Basically, it is one who is a provider of indirect services to develop programmatic aspects. It can be all-inclusive. It can be one who assists in program development; one who assists in personnel training; one who assists in budgetary allocations and the justification thereof; one who assists in major evaluation procedures; or one who is just "the person who can help when I need it?

## Consultive Services In Recreation

The Oklahoma Department of Human Services provides consultive recreation services for the various recreation therapy programs to all institutions under the Department. This includes services to persons who fall into the three main categories:

1. Physically Handicapped
2. Socially Handicapped
3. Mentally Handicapped

This totals over 4,000 juveniles under the age of eighteen who are institutionalized at present. Recreation therapy staff numbers at institutions vary according to institution size but will total over 125 persons located in the thirteen institutionalized settings. The major functions of providing a consulting service to institutions will be discussed.

## Structuring Recreation Therapy Services

A basic plan of delivery of recreation therapy services must be developed in order to follow Department policies and procedures and to provide the most functional programs that will maximize opportunities and utilize staff to the best and most economical advantage. To accomplish this, a standardized delivery plan is utilized which has three distinct categories and definitive guidelines for activities. These include:

1. Therapeutic Recreation
2. Leisure Education
3. Leisure (General)

Following the philosophical statement of the National Therapeutic Recreation Society this type of structure will provide opportunities for clients to range from extrinsic (they think I need) to intrinsic (I think I need). Degree of control and staff involvement will differ in that the TR specialist will vary from a therapist with strict control of the behavior and program of the participant to no more than a provider of facility and equipment necessary for an activity. A major portion of the client-oriented activities will fall into the Education/Facilitation area in that the programs provided have developed an interest in the client and a client interest in the program to the degree that the TR professional will assist in decision making and removing barriers for the client. In this group, the TR professional wears many hats, such as: counselor, educator, enabler.

A common fallacy in structuring a delivery system in recreation therapy lies with the wrong theory that programs have to be delivered in a different manner for different handicaps. The common argument, "This won't work for the mentally retarded" or, "the visually handicapped can't handle the program this way" is not an argument, but a cop out in most cases. We use the term, "adaptive" for making minor or unnoticed changes in activities to accomodate individuals with certain handicaps, but we fail to use this term in structuring a delivery of services program. Any program that is organized with the idea or plan of knowing what the objectives should be and adjusting the delivery to accomplish those objectives cannot fail. It can be coordinated into other types of service programs at the institution or community level and can achieve the desired status and understanding through such development.

## Needs Assessment

Too often the term, "needs" is also a misused expression. Anyone who has studied the basic needs that are culturaly derivative will understand that all persons have about the same basic need, and that in a lot of instances the "need" that we say exists is really a "want" that is an integrated term or category to meet a basic need. Interest finders - wow!! How many of us have used the good old interest finder to determine what a client's "needs" are? Certainly, it is a tool, but it is not the ultimate in determining needs. Consultants who are practicing now are still following the old principle of, "what are the needs" of the individual or of the community, or of the facility. Interest finders serve their purpose, but in so many of client assessments in therapeutic recreation, we need to measure behavior and attitudes towards leisure more than what a person likes, dislikes, or shows an interest. A basic assessment program should show interests, true, but should also show skills, aptitudes, talents, entry level of the individual, and many other items in regard to leisure pursuits.

## Similarities of Programming for Handicaps

Should persons who are hearing impaired be placed in an activity such as dancing where they supposedly can't hear the music? Should persons who are visually handicapped be placed in a crafts class where they don't know one color from another because they can't see which is which? Should juvenile delinquents be placed in heavy competitive sports programs where they are under pressure, when that same type of pressure in a different environment is what they were unable to handle previously? The

answer to these questions can be solved by another question, "why not?"

Programming needs to understand that the key to a success is development of a proper activity analysis plan before the program has started. Through this method, the individual will obtain the benefits desired and the recreation therapy staff will understand why the activity is planned as it is and where the major direction of the activity should be. The objectives of the program may differ with the various handicap "categories" but the program itself will not. By illustration, a very simple activity that is designed for a moderate-profound group of mentally retarded individuals can also be successful in other handicapped individual programming and the objectives desired will be the only item that will differ.

An excellent example of this type of approach is the one used at our Department camp. In the outdoor education program, the structure does not differ for any of the various handicapped groups who participate in camp. All groups participate in the same type of activities and the only major change will be the objectives desired or the outcomes as we have come to understand them. Rope course, rapelling, canoe and water safety, you just name it and all campers go through that program. In fact, we have at present a group of residents from one of our state schools for the mentally retarded who are experts in water safety, use of canoes, and how to react in case of an emergency. And, the books say that they do not have the intellect for such an advanced program, but they do.

Facilitating Evaluation

This emancipated term, "evaluation" has made lots of professionals come to their knees. It is one which we say we have to have, but one that is so administratively unworkable in a majority of cases that we kinda hit it in a half-way approach and let it go at that. Actually, evaluation is easy, and real easy. It should not be any other way. All the TR professional needs to know in developing and facilitating an evaluation is, "did it do what it was intended to do?" If not, what changes need to be made in order to make it work, or do we need to discontinue the whole activity. Perhaps the major evaluation process that is the most simplified and yet will give the facts desired could be one modified after the Discrepancy Evaluation Model. The design of the program should be such as to include the evaluation process as an on-going part. Collection of information will provide the basic information to determine the desired results. We will use these people, staff, clients, facilities, and equipment in this manner (process) to obtain these results in the degrees needed (objectives). What could be simpler? Your activity analysis will be the key to the objectives desired and the development of the process to obtain these objectives can show sequence, reaction, and degree/design of implementation. It's not that hard to use this method, and if you want to try one that takes more time, provides a lot of additional information, and measures the results in a different manner, you can choose that, but why not try the best?

Interaction With Other Service Components

Too often, the recreation therapy unit and the personnel assigned to the section bring a lot of non-credibility upon themselves. This is done because we have not undertaken the plan of "TR needs PR" and used other service components of the agency to sell our program to the clients and the administration. We are still known as the "play people" and not the real "treatment people" as we should be. Whose fault can this be? Actually, it is on the real broad shoulders of the recreation therapy staff themselves. After all, if you can't sell your program and your services, don't expect someone else to sell it for you. The role of leisure in the overall treatment program has been emphasized, in almost all trade publications, but the practice of carrying out this role is up to the individuals working in the recreation therapy program.

It has come down to a selling program for you and for you and your service, but to sell any product it must meet certain standards and be one in which the results are obvious. The major method of interaction with other services, such as psychological, social, administrative, daily living, etc. is to prove that you are doing what you say you are going to do, and that you can be counted on as a very valuable member of any treatment team. It's really that simple.

SUMMARY

Now that it's all in front of you, what can an individual who is classified as a genuine bona-fide, honest-to-goodness, "consultant" help bring about the desired outcomes of an institutionalized recreation therapy program? Again, the answer is very simple. Have knowledge in all facets of the recreation therapy delivery of service program and be able to provide this knowledge to help overcome any "rocks in the road" that may be there. You have to be a counselor, therapist, technician, facilitator, educator, provider, and, yes, have a broad set of shoulders to succeed. But, after all, isn't that what you expect the recreation therapy staff members to do and be?

# REDUCING BIZARRE STEREOTYPIC BEHAVIOR IN CHRONIC PSYCHIATRIC PATIENTS: EFFECTS OF SUPERVISED AND INDEPENDENT RECREATIONAL ACTIVITIES

Stephen E. Wong, Mark D. Terranova, Linda Bowen,
Roberto Zarate, H. Keith Massel, & Robert Paul Liberman

Observations of chronic psychiatric patients in community mental health centers and hospital wards have shown that they often exhibit bizarre, repetitive behavior such as pacing, posturing, and talking to self (Alevizos, DeRisi, Liberman, Eckman & Callahan, 1978; Paul & Lentz, 1977). These responses have clinical significance because they are maladaptive and their deviant appearance interferes with normal social relations. Stereotypic behaviors may also be important for assessment purposes as behavioral indicators. Although the etiology and processes controlling stereotypic behavior in psychiatric patients are obscure, certian psychiatric diagnostic schemes regard these behaviors as symptoms which can be used to classify patients' mental disorders (American Psychiatric Association, 1981; Wing, Cooper, & Satorius, 1974). Unfortunately, the attention psychiatry has given to stereotypic behaviors has focused on their capacity as diagnostic markers, and virtually no specific treatment has been developed to remedy them.

The prevalence of stereotypic behavior in retarded and brain-damaged clients is well recognized and various treatment strategies have been applied with is population (Baumeister & Forehand, 1973). Among the aproaches for reducing such maladaptive behavior is the presentation of recreational materials (Berkson & Mason, 1963) plus prompting and reinforcing the appropriate use of this equipment (Favell, 1973; Mulick, Hoyt, Rojahn, & Schroeder, 1978). The latter technique has proven effective in decreasing harmless stereotypic behaviors as well as serious self-injurious responses (Favell, McGimsey, & Schell, 1982). But while the introduction of recreational activities has proven an effective treatment for stereotypic behaviors in the retarded, this technique has yet to be applied to similar responses in psychiatric patients. Recreational interventions would appear to be particularly well suited to psychiatric patients, since many of these clients functioned at higher levels earlier in their lives and acquired leisure interests and skills that therapy programs might capitalize on.

Within four experiments, the present research assessed the effect of recreational activites on stereotypic behavior in four chronic psychiatric patients. In Experiment I, supervised/group recreational activities were employed to reduce low-rate motoric stereotypy in two subjects.

## EXPERIMENT I

### Method

#### Subjects and Setting

The first subject was a 50-year-old man diagnosed as obsessive compulsive. This patient's obsessional preoccupations concerned his own and other's feces, which he abhorred and which he believed contaminated nearly everything in the environment around him. The subject had a 20-year history with the disorder and had spent many of these years in board and care homes, punctuated by committments within various state hospitals. Just prior to this hospitalization, the subject had become totally incapacitated while living in a residential treatment facility. The deterioration was precipitated by an incident in which the subject's toilet overflowed and soiled the floor fo his room and his clothing. While on the hospital ward the subject frequently engaged in visual and motor "ruminations" that involved staring intently and his hands and clothing. If questioned as to what he was doing, the subject would reply that he was looking for particles of dirt and feces. The subject had a history of epileptic seizures and received Valium 40 mg/day and Phenobarbital 90 mg/day throughout the course of the study. The second subject was a 29-year-old man diagnosed as chronic schizophrenic. This patient had been institutionalized for over 8 years, partly due to assaultive behavior with women, and this problem had lead to a brief committment within a hospital for the criminally insane. Typically the subject was socially withdrawn and when interviewed he was often uncommunicative or hostile. When not engaged in an activity the subject "postured" in a grotesque manner, sitting or standing with neck arched and chin pointed toward the ceiling. If asked to explain his actions, the subject sometimes would give no response while at other times he stated that he was "stretching." The subject received neuroleptic medication in the form of Hadol 60 mg/day throughout the study.

This and the following series of investigations were conducted on the Clinical Research Unit, a 12-bed all-male ward at Camarillo State Hospital. The facility is organized according to a token economy system and is staffed by 14 nurses and psychiatric technicians trained in behavior analysis and modification. Professional staff associated with the unit include a rehabilitation therapist, research associate, social worker, psychiatrist, and psychologist who all employ a behavioral treatment orientation.

#### Patient Response Measures

Observation sessions lasting 40 minutes were conducted on the ward 5 days per week at the same time of day (approximately 1:00-2:00 p.m.). Most observations were taken in the ward dayroom, although subjects' were able to walk almost anywhere on the unit including through hallways and the dining room. Observers were instructed to remain as unobtrusive as possible by standing away from the subjects, keeping out of their view, and avoiding eye contact. Ruminating in the obsessive compulsive patient and posturing in the chronic schizophrenic patient (behaviors defined above) were selected as target responses. A 15-sec time-sampling procedure was employed in which every 15 seconds an observer would alternately glance at one of the two subjects and record his behavior. Observations were cued with a programmable timing device (Wong, 1979) that signaled the end of each 15-sec interval.

#### Therapist Response Measures

The primary observer also collected data on therapist behavior in the form of verbal prompts administered to subjects during recreation sessions. The number of directives given to each subject urging him to participate in the ongoing recreational activity was recorded. Prompts to return to task were distinguished from announcements given at the start of sessions inroducing the activity, or instructions on equipment usage and game rules given while the subject was already on task. None of the latter verbalizations were counted.

## Reliability

An observer naive to the experimental hypotheses simultaneously recorded data on stereotypic behavior 50% of the sessions with a minimum of three checks done in each experimental condition. Interobserver reliability was computed by dividing the number of interval-by-interval agreements by the number of agreements plus disagreements and multiplying by 100. This formula was used to compute percentages of agreement for occurrence, nonoccurrence, and combined occurrence-nonoccurrance for each response measure (Bailey & Bostow, in press). The mean percentages of agreement for occurrence, nonoccurrence, and combined occurrence-nonoccurrence were, respectively: 83%, 97%, and 99% for posturing; and 88%, 98%, and 99% for ruminating.

## Procedure

Baseline. Sessions of this type assessed subject behavior on the hospital ward during periods of unstructured free time. Subjects had access to the recreational materials routinely stored in open view in the ward dayroom (tv, stereo, books, magazines, cards, and table games); however, they were not prompted to use or reinforced for using these resources.

Recreational Activity. Sessions involved all patients residing on the unit who were prompted to participate in the activity and reinforced with tokens (exchangeable within the token economy for cigarettes, coffee, snacks, bedroom time, and privileges) for remaining on task. Each session started with instructions to the patients on how to perform the day's activity (e.g., objectives of the discussion group) followed by directions to remain on task throughout the entire session. A response cost procedure was employed to control disruptive and off-task behavior during recreation sessions. If the therapist observed one occurrence of disruptive or off-task behavior, the patient was prompted to return to the activity and lost one-half of the token reinforcement scheduled for the session. If the therapist observed two occurrences of disruptive or off-task behavior, the patient was prompted to return to the activity and lost all token reinforcement scheduled for the session. If more than two occurrences of disruptive or off-task behavior were noted, the patient was again prompted to return to task or told to leave the area, depending on therapist discreation. A pair of two therapists supervised the group activity sessions and implemented the above contingency. Therapist-pairs varied across the course of the study, but always consisted of some combination of the following personnel: a) the second author (a certified rehabilitation therapist); b) one of several recreation therapy interns assigned to the CRU; or c) unit nursing staff.
Patients were exposed to two recreation conditions during the study: Changing Recreational Activity -- composed of varied activities across sessions including art projects, table games, and discussion groups; and Fixed Recreational Activity -- sessions identical to the previous condition except that the activity consisted of a single pastime, repeated playing of the same card game during a gin rummy tournament.

## Experimental Design

The effect of experimental conditions was evaluated within a multielement baseline (Ulman & Sulzer-Azaroff, 1975) or alternating treatments design (Barlow & Haynes, 1979). Following a brief baseline phase, sessions with unstructured free time were alternated on a random schedule with sessions having a supervised recreational activity.

## Results and Discussion

Data on stereotypic behavior during observation sessions for the two subjects are displayed in Figure 1. The upper graph shows the percent of intervals where ruminating was recorded for the obsessive-compulsive patient, and the lower graph shows the percent of intervals where posturing was recorded for the chronic schizophrenic patient. Data from individual conditions are plotted with the same symbol and connected to indicate the average level for that condition. Monoric stereotypic behavior for both subjects was relatively low-rate and highly variable.

REFER TO FIGURE 1

Averaging across all sessions from the same condition, ruminative behavior in the obsessive-compulsive patient appeared in 18.5% of the scored intervals in baseline sessions, 1.5% in sessions with the fixed recreational activity, and 7% in sessions with the changing recreational activity. One session (number 12) accounted for 85% of the ruminative behavior recorded during the changing recreation condition. The activity in this session was gathering flowers, leaves, and grass from the courtyard and gluing them to paper to form a holiday greeting card. The subject carried out this assignment very reluctantly and stared at the sticky residue on his fingertips much of the time.
Posturing in the chronic schizophrenic patient occurred in 18% of the intervals in baseline and decreased to 0% in the fixed and changing recreation conditions. The subject refused to participate during two recreation sessions, but watched the other patients engaged in the activity and did not posture during those occasions. After missing several recreation sessions due to medical and court appointments, this patient requested transfer from the CRU and withdrew before a thorough study of his responsiveness to recreational activities could be completed.
No consistent difference was obtained between behavior produced by the changing and the fixed recreational activities. It should be noted, however, that the gin rummy game presented in the fixed condition was selected for its popularity and the high level of participation that it generated during sessions. Thus, the favorable results achieved with the present fixed activity may not apply to recurrent activities of other sorts. Records of therapist behavior showed that two prompts were administered to the obsessive-compulsive subject on sessions 13 and 23, and that three prompts were administered to the schizophrenic subject on session 4. On-task behavior in this study did not seem to be under the control of verbal prompts, unless the prompts were potent enough to affect responding even when used very infrequently.
Data from this experiment indicated that bizarre stereotypic motor responses in chronic psychiatric patients could be suppressed during participation in recreational activities. As true of most preliminary investigations, this experiment provoked nearly as many questions as it attempted to answer. The procedures employed here included providing recreational materials, prompting the manipulation of those materials, and reinforcing participation with tokens (combined with withholding tokens for failure to participate). But, since all of the procedures were applied together as a treatment package, the individual contribution of each of these procedures could not be separated out. In addition, both of the subjects in the present experiment exhibited low-rate motoric stereotypic behaviors. The effect of recreational interventions on responses having different

forms or frequencies was undetermined. Experiment II was undertaken to address these questions and limitations.

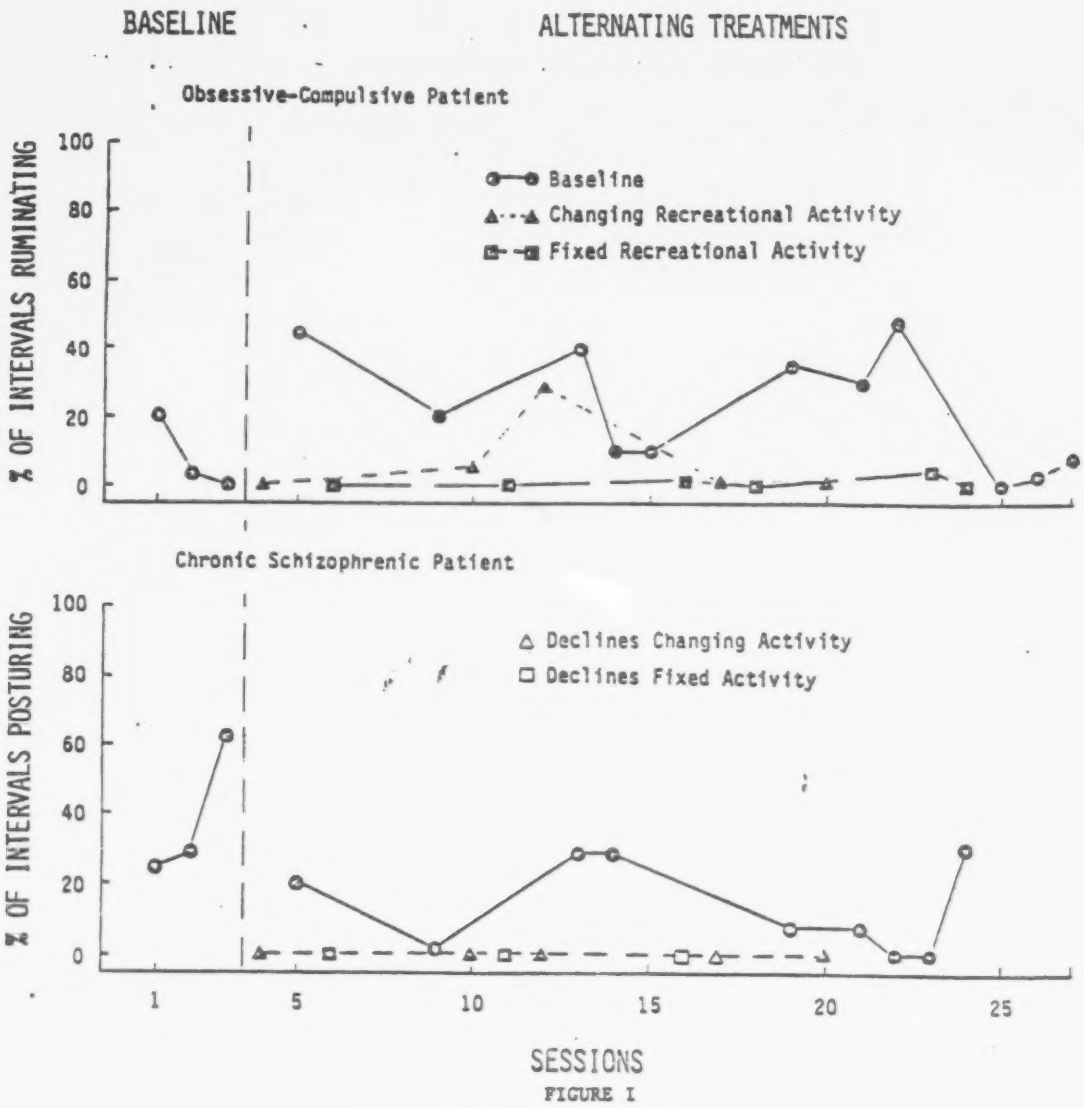



FIGURE I

References


Alevizos, P., DeRisi, W., Liberman, R., Eckman, T., & Callahan, E. The Behavior Observation Instrument: A method of direct behavior observation for program evaluation. Journal of Applied Behavior Analysis, 1978, 11, 243-257.

American Psychiatric Association. Diagnostic and statistical manual of mental disorders (third edition). Washington, D.C.: American Psychiatric Association.

Baer, D.M., Wolf, M.M., & Risley, T.R. Some current dimensions of applied behavior analysis. Journal of Applied Behavior Analysis, 1968, 1, 91-97.

Bailey, J.S., & Bostow, D.E. A handbook of research methods in applied behavior analysis. Talahassee, FL: Copy Grafix, in press.

Barlow, D.H., & Hayes, S.C. Alternating treatments design: One strategy for comparing the effects of two treatments in a single subject. Journal of Applied Behavior Analysis, 1979, 12, 199-210.

Baumeister, A.A., & Forehand, R. Stereotyped acts. In N.R. ELlis (Ed.), International review of research in mental retardation (Vol. 6). New York: Academic Press, 1973.

Berkson, G. & Mason, W.A. Stereotyped movements of mental defectives: IV. The effects of toys and the character of the acts. American Journal of Mental Deficiency, 1963, 67, 879-882.

Davis, J.R., Wallace, C.J., Liberman, R.P., & Finch, B.E. The use of brief isolation to suppress delusional and hallucinatory speech. Journal of Behavior Therapy and Experimental Psychiatry, 1976, 7, 269-275.

Favell, J.E. Reduction of stereotypies by reinforcement of toy play. Mental Retardation, 1973, 11, 21-23.

Favell, J.E., McGimsey, J.F., & Schell, R.M. Treatment of self-injury by providing alternate sensory activities. Analysis and Intervention in Developmental Disabilities, 1982, 2, 83-104.

Ferster, C.B. A functional analysis of depression. American Psychologist, 1973, 28, 857-870.

Finch, B.A., Wallace, C. J., Davis, J. R. Behavioral observations before, during and after brief isolation (time-out). Journal of Nervous and Mental Disease, 1976, 163, 408-413.

Haynes, S.N., & Geddy, P. Suppression of psychotic hallucinations through time-out. Behavior Therapy, 1973, 4, 123-127.

Hersen, M., & Barlow, D.H. Single-case experimental designs: Strategies for studying behavior change. New York: Pergamon Press, 1976.

Lovaas, O. I., Varni, J. W., Koegel, R. L., & Lorsch, N. Some observations on the nonextinguishability of children's speech. Child Development, 1977, 48, 1121-1127.

Mulick, J. A., Hoyt, P., Rojahn, J., & Schroeder, S.R. Reduction of a "nervous habit" in a profoundly retarded youth by increasing toy play. Journal of Behavior Therapy and Experimental Psychiatry, 1978, 9, 381-385.

Paul, G. L., & Lentz, R. J. Psychosocial treatment of chronic mental patients. Cambridge, MA: Harvard University Press, 1977.

Shapiro, E. S., Kazdin, A. E., & McGonigle, J. M. Multiple-treatment interference in the simultaneous or alternating-treatments design. Behavioral Assessment, 1982 4, 105-115.

Rincover, A., Cook, R., Peoples, A., & Packard, D. Sensory extinction and sensory reinforcement principles for programming multiple adaptive behavior change. Journal of Applied Behavior Analysis, 1979, 12, 221-233.

Ulman, J.D., & Sulzer-Azaroff, B. Multielement baseline design in educational research. In E. Ramp & G. Semb (Eds.), Behavior analysis: Areas of research and application. Englewood Cliffs, NJ: Prentice Hall, 1975.

Wing, J. K., Cooper, J. E., & Sartorius, N. Measurement and classification of psychiatric symptoms: An instruction manual for the PSE and Catego Program. Cambridge, Great Britain: Cambridge University Press, 1974.

Wong, S. E. Casio's Card Time: A compact timing device with multiple functions. The Behavior Therapist, 1979, 2, 13-14.

# Long Term Health Care for the Elderly in the Nordic Countries

by .

Clark T. Thorstenson, Ph.D.
Brigham Young University

Nordic countries, by definition, are interpreted to be Finland, Sweden, Denmark, Norway and Iceland. These countries are moderately socialist and have therefore a high tax base from which to provide exceptional care for the elderly. During visits to retirement centers and nursing homes in each country, it was determined that the needs of the aged appeared to be generally satisfied as a result of a wholesome public support, both formally and informally, for providing quality assistance to those over the age of 62. There was a strong tendency for the children and families to support their parents at home and with the assistance of state operated home health care as long as possible before institutionalization. Retirement centers were welcome opportunities for single adults and appeared to be looked forward to as part of the benefits of old age. Payment for care was based upon pension income. Government resources supplemented the cost differential and provide enough additional income so funds were ample to provide a dignified retirement.

Each country has its own philosophy in approaching care for the elderly. However, each strives to permit independent living at home and the maximum assistance from family resources before governmental help is proferred. And, in spite of the so-called utopia of the welfare state, each system of care struggled with common problems such as homesickness, complaints of too much state involvement, accusations of apathy on the part of staff and administration, and accusations that residents were too inactive and overly eager to let the system care for their every need instead of maintaining a self reliant approach to life. Interviews with administrators, staff, and residents revealed generally a high level of satisfaction with the system, but all were to identfiy inherent problems. There was a low staff turnover, however, and residents did not appear too eager to "get back home."

In Sweden I spent considerable time in a community near Stockholm studying the Swedish concept of home health care (HEMTJANST). The following services were available for the elderly and others of the area:

1. 24 hour emergency assistance.
2. Care for the handicapped who are semi-independent, but need certain types of assistance.
3. Assistance for persons suffering from alcohol, drug, or other substance abuse.
4. Assistance for parents with handicapped children.
5. Support and training for immigrants such as community survival skills, illness, etc.
6. Support and training for individuals suffering from mental illness but who are institutionalized.
7. Care for the developmentally disabled.
8. Single parent assistance in cases of abandonment, divorce, or death. Home health will assist with children, illnesses, etc.
9. Post- hospitalization services for all age groups when medical doctors certify such care is necessary.

Services include recreation, exercise, food preparation assistance, meals, activities for daily living, financial counsel, cleaning, feeding, shopping, yard work, rehabilitation, snow removal, medications, injections, transportation, night visits, day care center service, food service at local school or restaurants.

Two valuable life saving alarm systems have recently been instigated. A device is fastened around the neck or wrist of the client, which, when pressed will send an emergency signal to the Central Service Center. Upon receiving the signal, a nurse will respond immediately by telephone or emergency vehicle. The other system is a monitoring device attached to the toilet. If there is no flush within a 24-hour period, the client either received a visit or a telephone call from the Service Center.

In Sweden, the 240 resident Edo Hus was a four story building which provided mult-level service - the first and second floors were designated as a retirement center and had a restaurant, kiosk, chapel, auditorium, library, large activities center, patio, sauna, exercise room, and lounge on level one with client apartments on level two. On level three, residents resided who needed intermediate care and the fourth level was disignated as care for those needing skilled nursing service. Each floor was color coded and decorated according to that color to help alleviate confusion for those who might wander on the the wrong floor. Movement from one level of care to another was a family-administrative decision. Included in the building were the following:

1. A "fast" alarm system. This system included red alarm buttons placed near beds, in bathrooms, and about a foot off the floor near doorways, Triggering the device would alert the main office as well as audible sound at the Service Center on the floor the apartment was located.
2. Toilet alarms.
3. Daily mail service to the apartment, as well as a mini post office on the premises.
4. Padding on each door so they would close quietly.
5. Sitting and visiting rooms on each level.
6. Open court yards with flowers, benches, trees, etc.
7. Stoves connected with timers so they automatically turn off after a maximum of sixty minutes.
8. Each outside door had a peek-hole as well as an alarm system for resident security.
9. For retirement residents, they could have breakfast served in their rooms. Other meals were at the "restaurant" and food was ordered from a menu prepared for the day.
10. The activities room covered at least one quarter of the main floor. The motto was "fritid med mening," or "Free time with meaning." It had the most extensive use and was equipped for sewing, arts and crafts, bookbinding, ceramics, woodwork, rugweaving, puzzles, quilting, puzzles, looms, painting. There were extra large magnifying glasses which had lights attached for reading or intricate handwork.

The philosophy of the activity program was to take the skills of youth and middle age and extend the satisfaction beyond for continued meaningful leisure activity.

Through Scandanavia, each of the facilities I visited had beautifully and colorfully decorated hallways, lounges, sitting areas and dining rooms. Color hues including orange, yellow, red and green seemed to predominate. They all had courtyards teeming with flowers, plants and trees which reflected the desire for attractive and peaceful settings. It was also observed that areas for small groups of 10-16 and lounge or areas of similar size. In Finland and Norway, facilities were designed with towers. Each level would have 14-16 people. They would eat together, share a common library and lounge, have an open kitchen for snacks, coffee, etc., and were essentially organized for self governing activities. They developed a sense of "community" and would look after each other and have social interation which helped them keep in touch.
In Norway the "Dovre Bolig og Service Center" in Lorenskog was a combined retirement and Senior Citizen Center. It consisted of 40 hotel and 40 apartment units. Its facilities were open to the community elderly as well as those residing at the hotel or apartment unit. The central building had an extensive library that was replenished regularly by community library system. It had a barber shop, beauty shop, podiatric center, cafeteria, large activity center, meeting rooms, and a medical center attached to one end of the building which served the community.

Within each residence were the following interesting features:

1. A photo-electric cell which monitored movement of the resident from room to room. If no movement was detected within a certain time, a visit would be made.
2. Names on doors and door numbers were written in braille as well as raised for easier identification.
3. The telephone could be used to trigger outside doors for opening.
4. Sinks in the bathroom were attached with spring risers so they could be raised or lowered for better access.
5. Special arms were attached to toilets so the user could have been stability and safety.
6. Bath tubs were short and had seats so residents would not have to lay in them.
7. Showers had seats so the resident wouldn't have to stand.
8. A group leader was assigned to monitor five other residents and would monitor them daily.
9. Home health agents would visit regularly to see if assistance was needed or provide service and training.
10. Garbage was disposed through a disposal chute in the center of each hallway.
11. Stairways had shorter steps for convenience and handrails on both sides for control.
12. Furniture was scrubable.

The community meeting room had a piano and organ with a small kitchen. It had tastefully decorated furnishings with cushioned chairs, small tables and lamps, and was called the "Peoples Room." It became a center for seniors and others needing a place to meet for such things as politics, church, weddings, lectures, films, etc.
The activity room was used for all sorts of "talk and do" functions. It was furnished with a variety of leisure related hobby crafts which were designed to be an extension of ones normal activities. Community seniors were also welcome to utilize this room.
One service that was extensively used in every facility I visited was podiatric care. A person trained on a technical level had a treatment room next to the barber and lady hair care specialist. They used a common waiting room. Administrator indicated that the feet of the elderly were among the most neglected, yet most needed, personal items of care. Care included virtually everything except medical services and was a profitable private enterprise.
I was impressed with Norway's system of involving the community with their retirement centers and nursing homes. By doing such there was a close identification with each other and the transition of the elderly to the institution appeared less traumatic.
During a visit to a small private nursing home about 50 miles north of Oslo, I observed that the day care center was an excellent feeder system for the nursing home. That nursing home was an old building that was equipped with a Phillips M 100 M communication network which was installed in each room, at the central office and at the owner's residence located about 100 yards away. The system provided for two-way communication, room monitoring, and music. Each room was also equipped with automatically closing magnetic fire doors which released at the trigger of a smoke alarm.
In Denmark "Den Gamle's By" or the Old Peoples Town in Copenhagen, was a large institutionalized complex of buildings which provided a large variety of services for approximately 1600 persons. Of interest there was the day care center which received visits daily by local community members. It was surrounded by a beautiful flower garden and sitting area as well as an attractive patio. A variety fo treatment service were provided including physical therapy, occupational therapy, recreational therapy and meal service. Again, the day care service tended to make the transfer to institutionalized care less troublesome.
Throughout "Den Gamle's By" there seemed to be most activity in centers providing leisure services which assisted residents in coping with free time. The other area of activity centered around the separated dining areas where regular meals were served as well as between meal coffee and snacks were available upon request. The activity and dining areas appeared to serve as social centers for residents, family and volunteers.
"Den Gamle's By" provided a continum of care in a multi building operation which appeared more of an institutionalized center than similar long term care facilities in other countries. From retirement to acute care and, ultimately, care for the terminally ill were part of the operation.
In a professional paper about Danish health care for the elderly, these comments were of significance:

> "The idea is to postpone the moment when an elderly person needs full-time care at a Nursing Home and allow him to stay in the comfortable surroundings of his won home as long as possible.
>
> "As the elderly become less able to care for themselves, relatives are expected to step in and help out. When this help is lacking or non-existent, the government then will provide goods and services as needed to help the individual stay in his home.
>
> "When the government is called upon for assistance it is prepared to do the following.
>
> Food: The government will arrange to have food delivered to the home. If he cannot cook hot meals will be either delivered to the home or prepared in the home.
>
> Household Services: If unable to clean the home,

a maid will be provided two or three times a week as well as provide help in dressing, bathing, shaving and other activities for daily living.

Telephone Services: A telephone for emergency purposes will be supplied at government expence if the individual doesn't have ample funds.

Special Beds: And, wheel chairs as well are provided, if the persons own facilities aren't adequate. The government is prepared to remodel either the home or equipment for the convenience of the client.

Passive Contact: A monitoring device will be installed in the bathroom and connected to a nearby ambulance company. If the facility is not used within a 11-hour period, the company visits to find out why.

Active Contact: A walk-in clinic or "day nursing home" is provided for those who desire social contact. Here the individual receives medical attention, prescriptions, meals, and assistance with such things as bathing, shaving, and exercise. He may also have his laundry done while at the center. Transportation, at no charge is also available. Should someone who is a regular visitor fail to keep an appointment the center's staff checks to find out why.

In summation, the following observations may be helpful:

Health care is organized and financed differently in each country, however, the approach and philosophy were generally similar. The Nordic Country community wants security. They believe in the right to long term health care with little out of pocket payment. Even though the costs are enormous in terms of tax burden, few were willing to suggest a cut back in services to reduce the burden.

The philosophy of servicing the needs of the elderly seemed to center around good general care for everyone rather than outstanding care, but my observations led me to conclude that good general care would be classified as excellent in the United States.

There was a high level of concern that the elderly remain independent as long as possible and obtain the assistance of family and friends before receiving institutionalized care.

There was a general concern that government sponsored institutionalized care promoted too much dependence and therefore contributes to a faster decline in independent living and social and mental health.

The design and function of long term care facilities appeared to provide settings of comfort, convenience, activity and movement conducive to quality living.

The leisure activity of residents was a high priority item. Ample physical space was evident in each facility and activities appeared to be geared towards an extension of normal or regular skills rather than the "fun and games" approach to common in the United States.